

**Advancing and Sustaining a Clinical Teacher Preparation Partnership:
An Exploratory Qualitative Case Study**

A Dissertation

Submitted to the Faculty

Of

Drexel University

by

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in partial fulfillment of the

requirements for the degree

of

Doctor of Education

June 2012

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This EdD Dissertation Committee from The School of Education at Drexel University
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Advancing and Sustaining a Clinical Teacher Preparation Partnership:

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Abstract

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Drexel University, June 2012

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The national call to “turn [teacher education] upside down” (National Council for Accreditation of Teacher Education, Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning [NCATE], 2010, p. ii) and states’ subsequent commitments to pilot recommendations necessitates study of successful clinical teacher preparation partnerships (CTPP). The purpose of this study was to discover what is/was required to advance and sustain one successful urban southern California CTPP.

A qualitative case study was applied, and semi-structured interviews were conducted with nine school-university CTPP developers and sustainers. Two interview protocols, unique to the role of the interviewee, were developed utilizing Bolman and Deal’s (2003) Four Frames: a) structural, b) human resources, c) political, and d) symbolic. Pertinent to each frame, interviewees were asked to address a) strategies or protocols, b) approaches for managing and supporting these strategies and challenges encountered, and c) recommendations for others embarking on a CTPP. A qualitative software program was utilized to code interview transcripts. Field notes from interviews/CTPP site visits and artifacts, including CTPP promotional materials,

published CTPP studies, written student teacher testimonials, and photographs of relevant CTPP documentation were collected and underwent aggregate case study analysis.

Four themes emerged from the findings a) collaboration, b) belief, c) autonomy, and d) relationships. Results included Symbolic-Purposeful partnerships prioritizing urban children seemed to provide an ideal canvas for advancing and sustaining CTPP; Structural-Professional autonomy seemed necessary to navigate institutional bureaucracy and organically develop CTPP's infrastructure; Political-The prime mover's unyielding belief and placid persistence to create a successful Pilot CTPP seemed to spur a critical mass of player buy-in. Recruitment efforts seemed most successful when delivered by CTPP student teachers; and Human Resource-A university presence and tenacious attention to the multiple inter-institutional and intra-university relationships seemed key to sustaining the partnership. A people-focused field supervisor, paired student teachers and large cohorts in centralized school sites, appeared to optimally support relationships. Collaboration was suggested in all four vantage points as key to sustaining and advancing the CTPP.

While there is currently no blueprint for clinical teacher preparation partnerships, this case study can provide an advisory template for scale-up efforts to transform teacher education programs in California and on a national scale.

Dedication

I humbly dedicate this to all children, regardless of their zip code, who deserve great teachers.

Acknowledgments

I would like to thank the clinical teacher preparation partners who graciously agreed to be participants in this study. A very special thanks to the CTPP developer for his willingness and support of my research. I am sincerely grateful.

Drexel faculty: Dr. W. Ed Bureau, my dissertation advisor, for his ever present kindness and teaching me the beauty of, “give it a rest” and it really does “emerge”. Members of my committee: Dr. Salvatore Falletta and Dr. John Gould. A personal thanks to Dr. Kathy Geller for her caring support of my future endeavors.

Dr. Joan Bissell, thank you for your enthusiasm for my topic, program suggestion and hours ensuring my research happened.

My fellow Drexel EdD Cohort One Colleagues: It’s been a pleasure to be part of our colorful inaugural group. Each of you has made a lasting impression on me and this has been enormously gratifying. Thank you for the laughs, support and friendship. I wish you all prosperous futures and many “Happy Birthdays”!

To all my past education colleagues: Particularly, Dr. Ginny Knowles, Anita May and Susan McKinley, for your excellence and support of my EdD pursuit.

To all my former students: For allowing me the opportunity to teach and learn with you. It is my time spent with you that inspires me to endeavor better models of teacher education for all students.

To the Rocklin Academy Family of Schools: For the parallel education, serving on the RA Board of Directors, providing context for all my learning in the Drexel Educational Leadership program. Thank you to my fellow board members,

administration, faculty, staff, parents and students for continually grounding me in the reality of what it takes to provide an excellent education for all students.

My family: To my Dad who told me all my life there was nothing I couldn't do if I just put my mind to it. My Mom, for always expecting the best--nothing less. I love you both and appreciate your on-going support and love. My sisters, Jennifer and Kim, for their unconditional love and belief in me—and for just listening when that's what I needed most. I love you two. To my daughters, Sierra and Aspen, for allowing Mom to not just dream her life, but live her dream. May your highest educational pursuits be eased by this effort, so going first is never your reality. I love you and feel honored to witness the daily unfolding of your souls. Finally, to my best friend, life partner and husband, MAJ Manny Garrido, M.D., Thank you for providing inspiration, compassion, encouragement and truly making our home a place where dreams flourish. I considered it an honor to hood you in 2002, now a decade later it is my highest honor to be hooded by you. Thanks for making this possible. I love you, always.

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Chapter 1: Introduction

Improving teacher preparation is currently an amplified nationwide effort, and university-based teacher education programs are being called to transform. Levine (2006) reported more than three out of five education school alum surveyed said their training did not prepare them adequately for their work in the classroom. United States Secretary of Education, Arne Duncan (2009) asserted:

Studies repeatedly document that the single biggest influence on students' academic growth is the quality of the teacher standing in front of the classroom—not socioeconomic status, not family background, but the quality of the teacher at the head of the class (para. 16). Yet, by almost any standard, many if not most of the nation's 1,450 schools, colleges, and departments of education are doing a mediocre job of preparing teachers for the realities of the 21st century classroom. (para. 3)

Miller (2009) added, “Until we transform teacher education, too many students will continue to receive a subpar education, with devastating personal and societal consequences” (p. 12).

However, critiques of teacher education are not unique to the past decade. In the mid-1980s, the Holmes Group (1986, 1990), a group of education deans from major research universities in each of the 50 states, came together to improve teacher education. Their motivation was “teaching and teacher education remain troubled fields” (p. 7). The Group's two-year effort culminated in the seminal report: *Tomorrow's Teachers: A Report of the Holmes Group* (1986) emphasizing the importance of clinical or “hands-on” teacher preparation and university-school partnerships to change the teaching profession.

For the past 25 years, Arthur Levine, former president of Teachers College at Columbia University has also taken issue with teacher preparatory programs. He

affirmed pre-service teachers have inadequate time in school classrooms and faculty who are out of touch with practice and limited contact with schools (Levine, 2011).

Darling-Hammond (2010) offered an explanation of the typical university-based teacher preparatory program under attack:

Traditional versions of teacher education have often required students to take batches of front-loaded coursework in isolation from practice, then adding a short dollop of student teaching to the end of the program, often in classrooms that do not model the practices previously described in abstraction. Often the clinical side of teacher education has been fairly haphazard, depending on the idiosyncrasies of loosely selected placements with little guidance about what happens in them and little connection to university work. (p. 40)

Since pronouncing the disconnection between pedagogy and practice, the field of teacher education has made substantive changes. Particularly, much progress has been made with the school-university partnership agenda (Carnegie Corporation, 2001; Holmes Group, 1986; Hind, 2002; National Network for Educational Renewal, 1988). Professional Development Schools, a form of collaboration between schools and universities to prepare teachers, were originally promoted by the Holmes group in the 1980s (Tietel, 2008). Over the past 25 years, highly developed, Professional Development Schools (PDS) offer pre-service teachers opportunities to “practice in practice” (Darling-Hammond, 2010, p. 6). Similar to teaching hospitals, PDSs offer yearlong residencies under the guidance of expert teachers in tandem with coursework. The university-school partnership is key, and as Zeichner (2010) suggested, “hybrid spaces in pre-service teacher education programs that bring together school and university-based teacher educators and practitioner and academic knowledge in new ways to enhance the learning of prospective teachers” (p. 5).

Prominent teacher education researchers, including Darling-Hammond, Hammerness, Grossman, Rust, and Shulman (2005) and Zeichner and Conklin (2005) have concluded “the extant research on exemplary teacher education programs shows that where field experiences are carefully coordinated with coursework and carefully mentored, teacher educators are better able to accomplish enact complex teacher practices” (Zeichner, 2010, p. 95). Additionally, Crocco, Faithful, and Schwartz (2003) and Ridley, Hurwitz, Hackett, and Miller (2005) reported school principals view PDS graduates as better clinically prepared than their traditionally trained counterparts.

Today, the terms *Professional Development Schools (PDS)*, *Partnership Schools*, *Residency-based Teacher Education*, *field experiences*, and *clinical experiences* are sometimes used synonymously (Golez, 2011). All three offer a clinical-model framework for the recently evolved initiative, *clinical teacher preparation partnerships*. To this end, in November 2010, The National Council for Accreditation of Teacher Education (NCATE) commissioned a Blue Ribbon Panel to create a roadmap for redesign of educator preparation. This seminal report, *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*, called for turning the education of teachers “upside down” by creating programs “that are fully grounded in clinical practice and interwoven with academic content and professional courses” (p. ii). The report also recommended 10 Guiding Principles (see Appendix A) for clinical preparation and partnerships for improved student learning. This 29-page report asserted:

The education of teachers in the United States needs to be turned upside down. To prepare effective teachers for 21st classrooms, teacher education must shift away from a norm which emphasizes academic preparation and course work loosely linked to school-based experiences. Rather, it must move to programs that are fully grounded in clinical practice and interwoven with academic content and

professional courses. (National Council for Accreditation of Teacher Education, Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning [NCATE], 2010, p. ii)

So consistent are the concepts found in the NCATE Blue Ribbon report and the practice of today's Professional Development Schools (PDS), the National Association for Professional Development Schools (NAPDS) has chosen the report as a focus of their 2012 National conference. NAPDS members, estimated to make up roughly 10% of U.S. teacher education programs and who have been centering their programs on clinical practice for years, will present ways they can assist in implementing the recommendations of the Blue Ribbon Panel report (National Association for Professional Development Schools [NAPDS], 2011).

In February 2011, California State University (CSU) co-hosted The CSU Summit on Transformative Change in the Preparation of Teachers. Now considered a seminal event in the history of U.S. teacher preparation, 270 California and national education leaders came together to examine and advance best practices in teacher education. One of the four key areas discussed was effective clinical, field-based teacher preparation that involves close collaboration between universities and P-12 partners. The Summit launched *the California Alliance for Clinical Teacher Preparation and Improving Student Achievement*, the first state Alliance resultant from the NCATE Blue Ribbon Panel report. One of the Alliance's concerted goals is "scaling up from a limited number of CSU model clinical sites to a statewide implementation contributing to improved student learning, especially in high need schools" (CSU, 2011).

The National Council on Teacher Quality's (2011) report, *Student Teaching in the United States*, addressed a goal for this research: "Without better information about high-

performing programs, their strong...strategies are unlikely to be replicated--or even noticed” (p. 41).

Invate University (IU) has a long-standing intentional relationship with the Invate Unified School District (IUSD). Over a decade ago, the two institutions further enhanced this partnership by advancing a pilot residency-model of teacher education, now named Clinical Teacher Preparation Partnership (CTPP). This teacher preparatory model is a successful example of the clinical teacher preparation partnership described in NCATE’s Blue Ribbon Panel Report. In fact, the Blue Ribbon panel highlights the partnership and subsequent clinically based program in the “promising practices” section of their report (NCATE, 2010, p. 14). Clinical Teacher Preparation Partnership (CTPP) was an ideal case for this research.

Statement of the Problem to be Researched

If we can discover what is fundamentally involved in advancing and sustaining one successful clinical teacher preparation partnership, we might better understand how to successfully navigate and implement a transformation in teacher preparation system-wide.

Purpose and Significance of the Problem

Purpose

The purpose of this case study was to explore Invate University’s Clinical Teacher Preparation Partnership (CTPP) to discover what was required to advance and sustain this model.

Significance

The national call to “turn [teacher education] upside down” (NCATE, 2010, p. ii) and states’ subsequent commitment to pilot recommendations necessitates study of successful clinical teacher preparation partnerships in order to build conceptual models for future study as well as to identify strategies and protocols for transforming teacher education programs in California and on a national scale.

Research Questions

This study addressed the following research questions:

1. What strategies or protocols have been and/or are necessary to advance and sustain the Clinical Teacher Preparation Partnership (CTPP)?
2. Based on the NCATE Blue Ribbon Panel’s (2010) Guiding Principle #10, what are CTPP’s recommendations for advancing clinical teacher preparation models through strategic partnerships?

Conceptual Framework

Researcher’s Stance

My paradigms of pragmatism, postpositivism, and phenomenology intersected with my semi-structured interview approach. My aim was to explore the richness in multi-perspectives through triangulated data collection. I focused on my research implications for teacher preparatory programs with the understanding that knowledge is relative. My methodological approach allowed me to study my topic within its context.

Experiential Knowledge

I learned how to teach by working with children and receiving continuous feedback on how to improve my practice; however, my undergraduate education was not in my university's school of education—it was in the department of communication disorders, most specifically, the university's speech and hearing clinic.

My Bachelor of Science degree is in the field of communication disorders, and from the day I declared this major I was required to “learn by doing” with children, adolescents, and adults. All my coursework was embedded in these clinical experiences, and I was observed and mentored by practicing speech-language pathologists almost daily. Immediately following my BS degree, I started my graduate education in pursuit of a Masters degree in Deaf education at the same institution. Again, clinical experience was at the heart of my learning. Pedagogy and practice happened in tandem.

However, to teach children with hearing impairments in public schools, state teacher certification is required. Logically, there were coursework requisites in my university's school of education as well as a 12-week student teaching requirement. My experience in the school of education was unlike anything I had experienced in the department of communication disorders. Compared to my prior coursework, the classes in the school of education not only lacked rigor, but had no connection to practice. Additionally, my student teaching experience was an isolated and segregated event disconnected from coursework. My assignment was 200 miles away from the university at the state school for the Deaf. I lived in the high school dormitory and student taught in a third-grade classroom. I was observed by a university faculty member just two times in those 12 weeks for an hour each time. Little from the school of education had prepared

me for this experience and, furthermore, student teaching at a residential school did little to prepare me for the reality of my first teaching job in an urban public school.

Fortunately, the seasoned teachers in the school district of my first teaching job knew schools of education were not preparing teachers for the actualities of their world. They took the matter into their own hands. All newly hired teachers in my new district were required to complete multiple hours of district professional development courses their first two years. These courses were designed by master teachers and prepared us for meeting the needs of students while requiring us to reflect on our practice. This is what I knew – embedded coursework applicable to a clinical experience.

After three years teaching and learning in this urban school district, I moved to a new state and took a job as Deaf resource teacher/director of Deaf education in a rural school district. I knew students who were succeeding at or near grade level were best served in the mainstream classroom. But this is only true if teachers know how to teach.

After five years teaching in the rural district, I moved to a different city and took a job as Deaf resource teacher in an urban middle school. Again, I worked to mainstream students achieving near or at grade level. I quickly discovered, in this challenged school district, even fewer teachers knew how to effectively teach.

Poorly trained teachers were unacceptable to me then and remain so today. All students, regardless of zip code, deserve teachers who know how to teach effectively. But with the traditional model of teacher education heavily front loaded with coursework, disconnected from practice and only offering a short isolated student teaching experience, how can there be adequately trained teachers?

Today, I am a Mom of two daughters. I am fortunate to live in a desirable zip code and my children attend the highest performing charter school in three counties. I serve on the school's Board of Directors and when teachers do not do right by children, we do not invite them back. We have this luxury—traditional schools do not. Pre-service teachers must be better trained.

I want to see children in all zip codes taught by excellent teachers. Sending your child to school should be all the assurance needed to know the teacher standing at the front of the class will teach your child well. I want all pre-service teachers to receive an education embedded in practice so they may be prepared to teach all children effectively. The national initiative to transform teacher education to clinical preparation partnerships is vital to our country's future. The pragmatism of this study is to discover how to create and sustain these clinical teacher preparation partnerships so the scale up may begin for all students.

Conceptual Framework for Three Research Streams

The model in Figure 1 depicts the literature streams for my study. These include 1) Critiques of Traditional University-based Teacher Education-suggested Transformations; 2) Existing Clinical Models of Teacher Preparation--including Professional Development Schools, Partnership Schools, and Residency-based programs; and 3) Current National/State Initiatives for Advancing Clinical Teacher Preparation Partnerships.

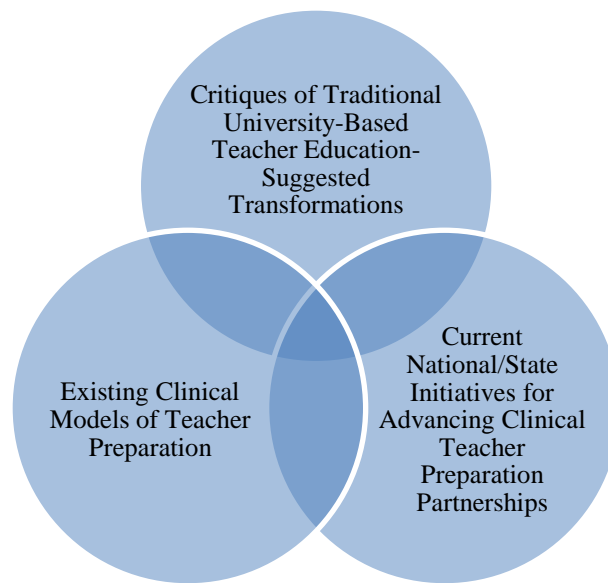


Figure 1. Model of research streams.

This conceptual framework provides context for this research and is organized to take the reader from identified need for teacher education reform through the present action of California to advance clinical teacher preparation partnerships. First, over 25 years of critiques of traditional university-based teacher education are reviewed in concert with research necessitating new models of teacher education. Next, existing clinical-models of teacher education are examined with particular attention to the limited “how-to” protocols for preparation partnerships. There is a gap in the literature, descriptive and empirical, situating this study. Thirdly, the national and state initiatives to advance clinical preparation partnerships are presented. The federal government’s role in transforming teacher education includes the Obama administration’s call for change, Teacher Quality Partnership grants (TQP) and the work of national teacher education agencies to influence policy around this effort. Lastly, the national and state answer to this call is examined. Current initiatives aimed at shifting teacher preparatory programs

to clinical preparation partnerships are reviewed including the Blue Ribbon Panel Report commissioned by NCATE (2010) and subsequent California Alliance formed to pilot the Panel's recommendations.

Definitions of Terms

Advancing/Sustaining and Strategies/Protocols

I used the following operational definitions in my analysis of this case:

Advancing – to bring into notice, promote, and move forward;

Protocols – customs dealing with diplomatic formality, precedence, and etiquette;

Strategies – a series of maneuvers for obtaining a specific goal or result;

Sustaining – to support with necessities of life and to keep going.

Combined phrases, presented in Table 1, include advancing strategies, advancing protocols, sustaining strategies, sustaining protocols.

Table 1

Operational Definitions

	Strategies	Protocols
Advancing	Series of maneuvers to bring notice, promote or move forward a specific goal	Customs dealing with diplomatic formality, precedence and etiquette to bring into notice, promote and move forward
Sustaining	Series of maneuvers to support with necessities of life and to keep going	Customs dealing with diplomatic formality, precedence and etiquette to support with necessities of life and to keep going

Clinical Models of Teacher Education

Clinical models include the following: Professional Development Schools (PDS), Partnership Schools, Residency-based Models of Teacher Education, Clinical Experience, Field Experience, and finally, the topic of this research, Clinical Teacher Preparation Partnerships. Although the specific parameters of each clinical model vary, a basic tenet is all models abandon traditional models of segregated university coursework and limited student teaching experience. Clinical Models purpose to bridge the divide between pedagogy and practice by including tightly linked extensive opportunities for “hands-on” pre-service teaching in schools with embedded university coursework.

Field Supervisor

CTPP’s Field Supervisors are university lecturers assigned to work in multiple CTPP school sites where they are responsible for cohorts of student teachers. The Field Supervisor’s primary roles include working closely with the Master Teachers and student teachers to evaluate, mentor, coach, and support the student teacher’s success in their clinical experience. Equally important is the field supervisor’s relationships with the principals and school community at large.

Master Teacher

In the Instate Clinical Teacher Preparation Partnership (CTPP) model explored for this study, Master Teacher refers to the classroom teacher where CTPP student teachers are assigned during their student teaching experience. They partner with the Field Supervisor in mentoring, coaching, and evaluating student teachers as they practice.

Methods Instructors

Instate University professors, as well as lecturers serve as Methods Instructors in CTPP. Methods Instructors teach CTPP student teachers at the CTPP school campuses. This includes teaching methods across the core content areas.

Assumptions, Limitations and Delimitations of the Study

The following assumptions, limitations, and delimitations apply to this study.

Assumptions

It was assumed participants responded honestly to interview questions and participated in good faith. It was also assumed CTPP's self-reported success and national attention made it an example of a successful clinical teacher preparation partnership.

Limitations

A limitation of this case study was participants were asked to share their challenges and recommendations in advancing a teacher education model included in a state initiative led by their system's leader. Despite the consistent use of pseudonyms for institutions, programs, and participant names, this could influence their reported responses. Additionally, nine school-university participants were interviewed from an urban Southern California long-standing school-university partnership. Results may not be generalized to other sites. Finally, some of the participants were asked to describe efforts made up to 10 years ago.

Delimitations

A delimitation of this study is that participants were specific to one school-university partnership in an urban area of southern California. The preparatory models of the 22 teacher education programs within this state university system vary dramatically

and include rural areas. Findings may not generalize to all campuses or other states. Additionally, participants were recommended by the CTPP developer. Finally, this study explored the advancing and sustaining strategies of the CTPP. It did not evaluate the effectiveness of CTPP.

Summary

While criticism of teacher education is not new, the scrutiny and intensity appears to have reached an unprecedented level. Traditional university-based models of teacher education where pedagogy and practice occur in distinct consecutive silos are being called to transform to a new model with school-university partnerships and clinical practice at the core. California is one of eight states who have agreed to pilot a national strategy to transform teacher education through clinical preparation partnerships. This qualitative case study purposed to explore one California university clinically-based teacher education program, CTPP, and what is/was required to advance and sustain this clinical teacher preparation partnership model. If we can discover what is fundamentally involved in advancing and sustaining one clinical teacher preparation partnership, we might better understand how to successfully navigate and implement this transformation system-wide.

Chapter 2: The Literature Review

America's university-based teacher preparation programs have been challenged to make a "revolutionary change—not evolutionary tinkering" (Duncan, 2009, para. 3). In response, the National Council for Accreditation of Teacher Education (NCATE) commissioned a Blue Ribbon Panel to create a roadmap for a redesign of educator preparation. The report, *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers* (NCATE, 2010), recommends 10 Guiding Principles (see Appendix A) for clinical preparation and partnerships for improved student learning. California is one of eight states piloting the recommended changes. In February 2011, the California Alliance for Clinical Teacher Preparation and Improving Student Achievement was launched through the *California State University (CSU) Summit on Transformative Change in the Preparation of Teachers*. If we can discover what was fundamentally involved in advancing and sustaining one clinical teacher preparation partnership, we might better understand how to successfully navigate and implement this transformation system-wide.

Conceptual Framework

This research explores Instate University/Instate Unified School District's Clinical Teacher Preparation Partnership (CTPP) and what is/was required to advance and sustain this model. The conceptual framework for this study included Critiques of Traditional University-based Teacher Education Suggested Transformations; Existing Clinical Models of Teacher Preparation, including Professional Development Schools (PDSs),

Partnership Schools, and Residency-based programs; and Current National/State Initiatives for Advancing Clinical Teacher Preparation Partnerships.

Literature Review

This literature review provides context for this study and is framed to take the reader from identified need for teacher education reform through the present action of California to advance clinical teacher preparation partnerships. First, critiques of traditional university-based teacher education are reviewed in concert with research necessitating new models of teacher education. Next, existing clinical-models of teacher education, including Professional Development Schools (PDSs), Partnership Schools, Residency-based Teacher Education Programs, and Clinical Experiences are presented with particular attention to the limited “how-to” protocols for advancing and sustaining preparation partnerships. A gap in the literature, descriptive and empirical, situates this study. Lastly, the national and state initiatives to advance clinical preparation partnerships are examined. The federal government’s role in transforming teacher education includes the Obama administration’s call for change, Teacher Quality Partnership grants (TQP), and the work of national teacher education agencies to influence policy around this effort. Current initiatives aimed at shifting teacher preparatory programs to clinical preparation partnerships are reviewed including the Blue Ribbon Panel Report commissioned by NCATE (2010) and subsequent California Alliance formed to pilot the Panel’s recommendations.

Critiques of Traditional University-based Teacher Education Suggested Transformations

A brief history and overview of identified deficiencies in traditional teacher education are examined. This includes the need for rich field experiences with embedded coursework to better prepare pre-service teachers and a “major overhaul of the relationships between universities and schools” to successfully connect theory and practice (Darling-Hammond, 2010, p. 237).

Reports on teacher education (Abell Foundation, 2001; American Federation of Teachers, 2000; Cochran-Smith & Zeichner, 2005; Darling-Hammond, 1997, 2001; Haselkorn & Harris, 1998; National Center for Educational Statistics, 1999) indicate severe problems of practice and a disordered profession struggling for credibility with the public and policymakers. Unfortunately, these deficiencies in teacher preparation are not new.

Over two decades ago, The Holmes Group (1986), a collection of education deans from the major research universities in each of the 50 states, came together “because [they] knew [their] own schools and universities were not doing well in teacher education and because [they] hoped to improve” (p. 3). Two years’ work culminated in the seminal report *Tomorrow’s Teachers* (1986) outlining plans for teacher education reform.

Specific to this research is the Holmes Group’s assertion: “The clinical component of teacher education must be integrated more systematically with research on professional practice, with the reconstruction of the pedagogical curriculum and with the development of the profession” (p. 64). The Holmes Group institutions committed to partnering with schools to establish Professional Development Schools “analogous to teaching hospitals

in the medical profession...bring[ing] practicing teachers and administrators together with university faculty in partnerships” (p. 67).

Dr. Linda Darling-Hammond (2010) discussed the history of efforts to professionalize teaching from the late 1980s/early 1990s through today’s challenge of creating clinical partnerships to effectively prepare teachers. She is clear in her assertion, while some universities are moving toward transformative models, not all are created equal. Of particular note are her citations dating back to 1910 when the medical profession was first called upon to professionalize. Prior to then, becoming a doctor was through a variety of timelines including three weeks of training. Dr. Darling-Hammond feels teaching has come to a similar crossroads and makes lengthy commentary on the 30 states permitting teachers to work in the classroom on waivers/emergency credentials with little or no teacher education at all.

The NCATE Blue Ribbon Panel (2010) “examined the status of the field” (p. 4) and echoed Dr. Hammond’s assertion there is unevenness in transformative models of teacher education.

A teacher candidate may spend a full year in a professional development school teaching every day with an expert mentor, having had several practicum experiences prior to that year. Another candidate may have the eight weeks of required student teaching experience with an inexperienced mentor at the conclusion of the preparation program. Still others begin serving as teachers of record with little or no prior clinical practice. (NCATE, 2010, p. 4)

Cochran-Smith and Power (2010) summarized 10 current trends in the emphasis on teacher preparation and teacher quality. These include:

1. Linking Teacher Preparation, Teacher Quality, and the Economy;
2. Recognition of the Teacher-Quality Gap;

3. Accountability for Student Learning Outcomes;
4. Statewide Data Systems Linking Teachers, Student, and Preparation;
5. More Widespread Performance Assessments of Teacher Candidates;
6. Proliferation of Multiple Routes into Teaching; most applicable to this research trend
7. School District-based Teacher Residency Programs; even more closely aligned
8. Practice as the Center of Teacher Preparation. Cochran-Smith and Power's synthesis was written six months prior to NCATE's Blue Ribbon Panel report (2010) and mentions clinical practice as a small but growing emphasis. They indicate teacher residency programs are considered a preparation program that has elements of both university-based and alternate programs. Programs in Chicago, Boston, and Denver are emphasized as well as the Obama administration's support of residency programs through Teacher Quality Enhancement Grants funded as part of Title II;
9. Teachers as Researchers; and
10. Preparation to Teach Diverse Learners. Finally, they assert the future of teacher preparation is unknown and dependent on leaders in teacher education to respond to our country's changing expectations of teachers and teaching.

Existing Clinical Models of Teacher Education

Over two decades ago, teacher education was called to change to new models of “hands-on” experience and school-university partnerships. Professional Development Schools (PDSs), Partnership Schools, Residency-based Teacher Education, and Clinical

Experience resulted. These clinical models currently make up less than 10% of the United States' 1,450 schools of education. There is a gap in the literature, descriptive and empirical, addressing advancing and sustaining practices of successful clinical preparation partnerships.

Tietel (1997) studied three Professional Development Schools (PDSs) begun in the mid-1980s. He conducted qualitative research in 1990 and followed up in late 1995-1996. Tietel was interested in learning the PDS's effects on how universities prepared teachers. In 1990, Tietel interviewed key liaison personnel from the universities. While all three PDS were successfully collaborating, changing philosophies, and creating new flexible roles, they had "only limited effect on changing [their coexisting traditional approaches]" (p. 314). The PDSs were operating on the margins. Five years later, Tietel found these same Professional Development Schools "showing much greater impacts and stronger signs of institutionalization" (p. 330). Tietel (1997) advises university/school partners to regularly reassess their shared goals and dialogue about continuous improvement.

Teitel (2008/2009) introduced a continuum for school/university partnerships ranging from "little or no connection $\leftarrow \rightarrow$ Transactional $\leftarrow \rightarrow$ Transformative" (p. 76). He stressed traditional university-based teacher education programs on the far left of the continuum. He explained the transactional level, as the two institutions recognize their common purpose but neither makes any substantial changes or set up structures to create a mutual culture. Transformative partnerships are described as collaborative and willing to explore deeper changes in practice. He stated, "Transformative PDSs change the ownership of the pre-service teachers and make their success or failure a joint

responsibility” (p. 78). Tietel offered recommendations for PDSs who wish to advance from the transactional to transformative level.

Zeichner (2010) discussed the clinical teacher preparation partnership as a newly created hybrid space, a university pre-service teacher education connecting campus courses and field experiences. Zeichner emphasizes collaboration of university faculty members and practicing teachers to better prepare pre-service teachers.

Cozza (2010) conducted a qualitative study of a pilot Professional Development School (PDS) to understand how to extend elementary methodology courses into a field-based teaching and learning environment. She offered a theoretical framework for this study pointing to educational reform efforts for teacher candidates. This includes field-based experiences and Professional Development Schools (Darling-Hammond 2005; Goodlad 1990; Holmes Group, 1986, 1990). Cozza’s findings indicate, “a PDS is an excellent agenda for school improvement...to sustain a quality program, there must be ongoing support for building culture, collaborative teaching and learning, and a strong commitment to a common vision” (p. 240). Other Professional Development School studies indicate vital school-university relationships are established and sustained when a collective purpose and meaning is shared between the two institutions (Edwards, 1995; LePage, Boudreau, Maier, Robinson, & Cox, 2001; Mantle-Bromley, 2001; McGee, 2001; Meyers 1995). Jenlink (2010) asserted, “we must understand teacher preparation’s purposes in relation to society’s expectations for its schools. Successful, sustained partnerships...are built on authentic and honest relationships and equal levels of commitment to share goals” (p. 269).

In a two-year study, Ridley et al. (2005) compared PDS-prepared teachers with campus-based prepared teachers. They found teachers prepared in a PDS superior to their traditionally trained peers in the areas of confidence, teaching effectiveness, concern with instructional impact on students, and time spent on engaged instruction over classroom management. Crocco et al. (2003) found school principals viewed PDS graduates as better prepared for the realities of the classroom.

National/State Initiatives to Advance Clinical Teacher Preparation Partnerships

President Obama (2009) and U.S. Secretary of Education Arne Duncan (2009) called for the education of our nation's teachers to be improved. This administration has taken steps to advance models of clinical preparation through Teacher Quality Partner (TQP) grants and by listening to national agencies for teacher education reform. Additionally, the current nationwide movement to revolutionize teacher education is the catalyst for NCATE's Blue Ribbon Panel Report *Transforming Teacher Education through Clinical Practice* (2010). This report is reviewed along with an exploration of the suggested 10 guiding principles to advance clinical preparation partnerships. Finally, California's pledge to pilot this initiative along with seven other states and subsequent work of the California Alliance is examined.

In March of 2010, the American Association of Colleges for Teacher Education (AACTE) invited its members to submit profiles of teacher preparatory programs involved in strong clinical preparation. The report, *Reforming Teacher Preparation: The Critical Clinical Component*, was presented at a Day on the Hill (AACTE, 2010). Over 60 schools, colleges, and departments of education are discussed for linking coursework with clinical work—the bridging of theory and practice in the preparation of teachers.

Ten California institutions of higher education are reviewed, including: California State University (CSU) CalState TEACH; CSU, Dominguez Hills; CSU, Fullerton; CSU, Long Beach; CSU, San Marcos; California State Polytechnic University, Pomona; San Diego State University; Sonoma State University; and University of San Diego. The report emphasized the variety of working definitions of the clinical experience. Some use “field experience” and “student teaching” experience interchangeably, as well as, “residency” and “clinical practice.” There is also great discrepancy in the amount of time the pre-service teacher spends in the classroom.

A year later, AACTE made five teacher education recommendations for policymakers as they worked to reauthorize the Elementary and Secondary Education Act (ESEA). This report, *Transformations in Educator Preparation: Effectiveness and Accountability* (2011) stresses the importance of improving teacher effectiveness and preparation and the need for an explicit federal role supporting teacher preparation systemic reform. Recommendation #1 involves the Teacher Quality Partnership (TQP) grant. AACTE proposes renaming TQP to Educator Quality Partnership (EQP) program with key changes, as well as maintaining key features. The one-year clinical experience in preparation programs is an existing feature of the TQP of which seven of CSU’s 22 campuses have been recipients. An assessment of the actual needs of school district partners is a proposed change.

In November 2010, the National Council for Accreditation of Teacher Education (NCATE) released the Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers* (NCATE, 2010).

The Panel, comprised of state officials, P-12 and higher education leaders, teachers, teacher educators, union representatives, and critics of teacher education, asserted, “the education of teachers in the United States needs to be turned upside down” (p. ii). The report proposes teacher preparation be fully grounded in clinical practice and integrated with academic content and professional courses. Ten months’ work addressed the gap between how teachers are prepared, what schools need, the identification of 10 design principles for clinically based programs (see Appendix A) and a comprehensive series of strategies to revolutionize teacher education. The report urges teacher education programs to transform preparation of all teachers and indicates eight states, including California, that have signed on to pilot the Panel’s 10 guiding principles.

Subsequently, the launch of the California Alliance for Clinical Teacher Preparation Partnerships took place at the *California State University (CSU) Summit on Transforming Change in the Preparation of Teachers*, February 2010 (Reed & Young, 2011). California is one of eight states offering to serve as initial pilots. The California Alliance’s work is focused on transformative change proposed in NCATE’s Blue Ribbon Panel report building on CSU’s clinical teacher preparation partnerships. The California Alliance is led by California State University Chancellor Charles Reed and Long Beach Unified School District Superintendent Christopher Steinhauser. A noted challenge for State Alliances include engaging school districts deeply in the process of preparing future teachers. Partnerships with P-12 schools have been a cornerstone of CSU teacher preparation for many years, with most campuses having Professional Development Schools (Reed & Young, 2011). The Alliance will be composed of school districts,

schools, teacher preparation programs in other state systems, state agencies, and a range of key stakeholders.

Conclusion

The three literature streams were interrelated to tell the story of concerted efforts to improve teacher education and advance clinical teacher preparation partnerships, the focus of this study. The first, an overview of critiques of traditional university-based teacher education dating back over two decades ago and suggested transformations provides context for the clinical model's fruition. Next, existing clinical models of teacher education, including Professional Development Schools, Partnership Schools, Residency Models, and Clinical Experience are reviewed. The research is plentiful, regarding our nation's limited clinical models; however, the how-to of school-university partnership protocols is void, situating this qualitative case study. Thirdly, the current national and state action to advance models of clinical preparation partnership describes the federal government's role, including the current administration's call for a revolutionary change in U.S. teacher education and efforts, such as Teacher Quality Partnership (TQP) grants to provide funding and change policy for this important cause. Lastly, the reader is brought directly to the catalyst for this research study, exploring necessary strategies or protocols for Instate University to advance and sustain a clinical teacher preparation partnership so it might better be understood how to successfully navigate and implement this transformation system-wide.

Chapter 3: Research Methodology

The National Council for Accreditation of Teacher Education (NCATE) commissioned a Blue Ribbon Panel to create a roadmap for redesign of educator preparation (2010). The Report advised “10 Design Principles for Clinically Based Preparation” (p. 5). The 10th principle asserts strategic partnerships are imperative for powerful clinical preparation. California’s commitment to pilot recommendations necessitates study of current clinical preparation partnerships in order to build conceptual models for further study and identify strategies and protocols for transforming teacher education programs.

If we can discover what was fundamentally involved in advancing and sustaining one clinical teacher preparation partnership, we might better understand how to successfully navigate and implement this transformation system-wide. The purpose of this case study is to describe Instate University’s clinically based teacher education program, Clinical Teacher Preparation Partnership (CTPP) and what was required to advance and sustain this model of partnership between Instate University and the Instate Unified School District (IUSD).

Site and Population

Population Description

The target population included developers and sustainers of the school-university partnership between Instate University and the Instate Unified School District. This study specifically explored the institutions’ Clinical Teacher Preparation Partnership (CTPP). Six professionals from Instate University and three from the Instate Unified School

District participated from this targeted population. Instate University participants included the Chair of Teacher Education who is also the primary developer of CTPP; the Chair of Liberal Studies who was the project coordinator for Assimilate Teacher Program (ATP); two Methods Instructors/former Field Supervisors; one Methods Instructor/recently appointed CTPP Director; and the Lead CTPP Field Supervisor. Instate Unified School District participants included one retired CTPP principal, one presently serving CTPP principal, and one CTPP Master Teacher.

Site Description

Clinical Teacher Preparation Partnership (CTPP) is a site-based residency teacher preparation program currently located in two Instate Unified schools: Rett Elementary, a 100% free-lunch, Title I school and Hadley Elementary, the designated Deaf and Hard of Hearing site for 90,000 urban students. Both schools are highly diverse with significant numbers of students linguistically challenged and living in poverty.

The CTPP is a partnership between Instate University and the Instate Unified School district. This collaborative school-university site offers pre-service teachers a yearlong clinical school-based experience. Using a medical residency model, all learning takes place in complex urban school environments where university students teach and learn. All content area methods courses are a result of collaborative planning between teachers, student teachers, and university faculty and taught at the elementary school site. The CTPP has contributed to raising student standardized test scores and the Academic Performance Index (API) significantly (from 602 to 775) and to turning around a previously struggling urban elementary school. Additionally, CTPP was featured in the

2008 American Association of Colleges of Teacher Education publication, *Partnerships That Work*. The program prepares 60 pre-service teachers annually.

Site Access

The university's Chancellor is a proponent of the teacher education restructuring effort under study. The university system's Director of Teacher Education and Public School Programs not only advocates for this study, but provided initial participant contact information. The CTPP Developer and current Invate Teacher Education Chair also agreed to this study and encouraged other participants who subsequently agreed to be contacted for interviews. The school district and university approved site access in writing based on Institutional Review Board approval from Drexel University, Invate University, and the Invate Unified School District.

Research Design and Rationale

This research was an exploratory qualitative case study. Three sources of evidence were included to triangulate the data from this case. First, semi-structured interviews were conducted with nine school-university participants of CTPP. Second, field observations were documented during interviews and field visits of the CTPP program. Thirdly, artifacts, including, CTPP promotional materials, published CTPP studies, written student teacher testimonials and photographs of relevant CTPP documentation were collected and reviewed to augment other data sources.

Why a Qualitative Case Study?

Merriam (2009) asserted case study can advance fields such as education and through examining processes and programs can "bring about understanding that in turn can affect and perhaps even improve practice" (p. 51). This study purposed to explore

the advancement and sustaining practices of CTPP to bring understanding for others embarking on a clinical teacher preparation partnership. This research focused on “discovery, insight and understanding from the perspective [of developers, leaders, participants and sustainers of the CTPP model]” (Merriam, 2009, p. 1). Creswell (2007) stated, “A case study is a good approach when the inquirer has clearly identifiable cases with boundaries and seeks to provide an in-depth understanding of the cases or a comparison of several cases” (p. 74). Clinical Teacher Preparation Partnership (CTPP) is a bounded case. A case study is best to gather a thorough understanding of what is/was fundamentally involved in advancing and sustaining their clinical preparation partnership.

Research Methods

Introduction-List of Methods Used

Semi-structured interviews were conducted with school-university participants including key developers and sustainers of the CTPP model from Instate University (IU) and the Instate Unified School District (IUSD). Field notes were documented by the researcher in a field observation log from interviews and field visits to the CTPP program. Artifacts, including CTPP promotional materials, published CTPP studies, written student teacher testimonials, and photographs of relevant CTPP documentation were collected and reviewed to augment other data sources.

Stages of Data Collection

Focused interviews, field observations, and artifact collection took place March 6-9, 2012.

Description of Methods Used

Semi-structured interviews.

Instrument description. Semi-structured interviews were conducted to learn what was fundamentally involved in establishing, advancing, and sustaining CTPP and what recommendations CTPP had for advancing new clinical teacher preparation partnership models. Interview questions were designed to discover CTPP's advancing and sustaining strategies through Bolman and Deal's (2003) Four-Frame Model (see Table 2). The four frames include Structural, Political, Symbolic, and Human Resources.

Table 2

Bolman and Deal's (2003) Four Frame Model

Structural	Human Resources	Political	Symbolic
The metaphor for this frame is a "factory". The structural frame stresses routine roles, results and clarity. It focuses on the "architecture of the organization"-- roles, policies, and plans that shape and coordinate decisions.	The metaphor for this frame is a "family". This frame emphasizes the critical importance of understanding individuals and their needs. There is a focus on creating caring, trusting environments where people can learn and grow.	The metaphor for this frame is the "Jungle". Individuals may use power to achieve important outcomes that may or may not initially support organizational goals. The Political frame views resolution as a normal by-product of collectives best resolved through compromise and bargaining.	The metaphor for this frame is the "Temple". Work needs meaning and purpose, beyond a paycheck, expressed through the organization's culture and norms, which may include informal networks with other organizations and shared history. Each or both organizations have collective purposes.

Bolman and Deal believe looking at an organization through multiple frames or lenses “reveals different vantage points for examining a situation” (Roper & Deal, 2010, p. 87). Interview questions addressed strategies and/or protocols for advancing and sustaining CTPP through each of Bolman and Deal’s Four Frames. The final question in each frame was based on the NCATE Blue Ribbon Panel’s Design Principle (#10) for Clinically Based Preparation (2010), asking CTPP’s recommendations for advancing “strategic partnerships...for clinical preparation” (p. 6).

Two different interview protocols were utilized unique to the role of the interviewee. Protocol A (see Appendix B) was for CTPP Developers, and Protocol B (see Appendix C) was for CTPP Sustainers. Both protocols consisted of 12 similar questions. There were three questions for each of the Four Frames (Bolman & Deal, 2003): Structural, Human Resource, Political, and Symbolic. The first question in each frame asked about specific strategies or protocols unique to the frame. The second question addressed approaches for managing and supporting these strategies and the challenges they encountered. The third asked for recommendations for others embarking on a university-school partnership or clinical teacher preparation partnership.

Participant selection. The target population included key individuals from two integrated groups directly involved in the CTPP program. These university/school participants included developers and sustainers of the CTPP program: six past or present participants from Instate University and three past or present participants from the Instate Unified School District (IUSD).

Instate University participants included the Chair of Teacher Education who is also the primary developer of CTPP; the Chair of Liberal Studies who was the project

coordinator for Assimilate Teacher Program (ATP); two Methods Instructors/former Field Supervisors; one Methods Instructor/recently appointed CTPP Director; and the Lead CTPP Field Supervisor. Invate Unified School District participants included one retired CTPP principal, one presently serving CTPP principal, and one CTPP Master Teacher.

Identification and invitation. Participants were identified by their role in CTPP. There were two contact attempts. The first was by an e-mail invitation (see Appendix D) and the second was a follow-up phone call. The invitation included the purpose of this case study, a voluntary request for a 30-40 minute audio-taped interview and assurances participants', programs', and institutions' names would be kept confidential through the use of pseudonyms during and after this research was completed.

Data collection. All participants signed a consent form prior to taking part in the interviews (see Appendix E). Semi-structured interviews were audio-taped using two recording devices simultaneously. This included a personal iPhone and iPad. All interviews were transcribed by an outside source.

Data analysis. Interview transcriptions underwent case study analysis composed of "categorical aggregation," "collapsing [the categories] into themes," and finally "naturalistic generalizations" (Creswell, 2007, pp. 163-164). Dedoose software was utilized in the coding process of all nine interview transcripts.

Field observations.

Instrument description. The principal investigator recorded descriptive and reflective notes in an observational protocol during participant interviews and CTPP field visits. This data included notes about the researcher's "experiences, hunches, or

learning” (Creswell, 2007, p. 134), descriptions of “portraits of the informant, the physical setting, particular events and activities, and [researcher’s] reactions” (Bogdan & Biklen, 1992). Maxwell (2005) asserted observations can enhance understandings interviewing may not provide alone.

Participant selection. The target population included key individuals from two integrated groups directly involved in the CTPP program. These IU/IUSD participants include developers and sustainers: six past and present participants from IU and three past and present participants from the Instate Unified School District (IUSD).

Identification and invitation. Participants were identified by their role in CTPP. They were invited by e-mail and a follow-up personal phone call. The invitation included the purpose of this case study, a voluntary request for a 30-40 minute audio-taped interview, and assurances participant names would be held confidentially during and after this research is completed (see Appendix D).

Data collection. The researcher recorded field notes in a direct observation log describing perceptions and impressions during participant interviews and field visits.

Data analysis. Field notes were utilized to augment data gathered from semi-structured interviews and artifacts. This triangulated data was cross-analyzed in aggregate to provide the richest findings.

Artifacts.

Instrument description. Artifacts including, but not limited to, documents (e.g., field studies or evaluations of the CTPP program), informational pamphlets, photos, official records, newspapers, video, etc. were collected (with permission when necessary) by the principal investigator. Some artifacts were provided by CTPP study participants

or collected by the principal investigator through digital photography. Yin (2009) affirmed relevant artifacts can provide information further than what can be acquired through observation alone.

Data collection. Artifacts, acquired from study participants, at the field site or by internet search were filed in a confidential e-file and paper file. Sensitivity to asking permission for use of private artifacts was honored.

Data analysis. Collected artifacts were utilized to augment and enrich data gathered from semi-structured interviews and direct observations. This triangulated data was cross-analyzed in aggregate to provide the richest findings.

Ethical Considerations

The participants' rights to confidentiality were protected by use of pseudonyms for individuals' names, program names, institutions' names, and city location of the CTPP. Institutional Review Board (IRB) approval was sought and obtained from Drexel University, Instate University, and the Instate Unified School District. Participants were asked to share their perceptions around fundamentally shifting a teacher education program to a clinically based model on the eve of a state initiative to transform teacher education supported by their system's Chancellor. Participant confidentiality was honored during and after completion of this study. Additionally, all collected data including audio recordings, field observation protocols, artifacts, paper or electronic, will be destroyed by encryption methods three years after completion of this study.

Chapter 4: Findings & Results

Introduction

The purpose of this case study was to explore, with key developers and sustainers from Instate University and the Instate Unified school district's Clinical Teacher Preparation Partnership (CTPP), what was required to advance and sustain this model. I believed these discoveries might provide a better understanding of how to navigate and implement a transformation in teacher preparation system-wide. This chapter presents the key findings obtained from nine semi-structured interviews, school/university site-visits, field observations, artifacts, and document analysis. Four major themes emerged from this study: 1) Collaboration, 2) Belief, 3) Autonomy, and 4) Relationships.

Following is a presentation of the themes with details supporting and explaining each theme. I attempted to portray CTPP developer and sustainer perspectives through illustrative quotations from interview transcripts. Where appropriate, field notes, artifacts, and document analyses are woven in with the interview data to enhance and validate the findings.

Collaboration

The interrelated themes of Previously Established Partnerships and Purposeful Collaboration were revealed 21 and 39 times respectively across all nine interviews as critical to advancing and sustaining the CTPP. Dr. Firestone, CTPP developer and the current Instate Teacher Education Chair explained, "Really, the partnership is the foundation here...the heart of it is Instate Unified, and that is a piece that is really important because we could not have pulled off CTPP without that partnership."

Analysis of CTPP promotional materials, bulletin boards, and written graduate testimonials revealed synchronous themes of partnership and collaboration. In one example, a single-page CTPP information sheet used the term, “collaborative,” four times to describe the program. This included “collaborative program planning, teacher education...collaborative learning community...university faculty and collaborating school professionals...collaborative university/public school setting.” Graduate testimonials posted on recruitment materials and a bulletin board asserted, “[CTPP] allows you to work collaboratively with your peers.”

Previously established partnerships with a collective purpose. The city of Ingate, home to Clinical Teacher Preparation Partnership (CTPP), has an inter-institutionalized culture of collaboration and partnership over two decades old. As a result, collective institutional endeavors have become standard practice. The Ingate Educational Partnership (IEP) was mentioned in 15 excerpts across six of the nine interviewees. The Assimilated Teacher Program (ATP) was referred to nine times. Both collaborative efforts were cited as foundational to both the Pilot CTPP and today’s CTPP.

Ingate educational partnership (IEP). Dating back to the 1990s, Ingate University, Ingate Unified School District, and Ingate Community College partnered to create a “seamless educational partnership...to ensure that more students would graduate from high school prepared for college...The partnership encouraged and supported ongoing collaboration and reciprocal learning between the institutions” (Ingate University, 2010, p. 1). This effort is called the Ingate Educational Partnership (IEP) and has been credited with the foundational success of many innovative partner programs between the institutions today.

Interview data revealed administrative level school and university leaders have built powerful inter-institutional relationships and their efforts appeared to sustain the success of the collaboration. Dr. Teresa Jackson, Invate University Methods Instructor and recently appointed Director of CTPP explained:

We have a strong relationship with IUSD. And it goes back to the 1990s. That is something [the former dean] worked on for a long time. And that relationship is very strong. And our current dean has a very strong relationship with...the superintendent of IUSD...the two of them meet on a regular basis...the current dean and the current superintendent are working together to keep those ties going. (Jackson)

At the principal level, leaders also remarked on the impact of the school/university collaboration. Mrs. Donna Jones, retired elementary school principal from a CTPP site, enthusiastically recommended to others embarking on a CTPP model, “have a relationship with the university from the get-go. If you don’t have one, you need to develop that.” Notably, a partnership that bridges theory and practice, creates a common language, and develops a seamless working relationship appeared critical from the outset of establishing CTPP. Mrs. Jones explained:

Very seamless... a very seamless way of doing things. And because of that seamlessness, we’re on the same wavelength as the college. And it wasn’t that way maybe 15 years ago. It was more the college way, and the district would do things. But the folks who brought us along, were the superintendent we have now... Taking that information from the theoretical level, and bringing it into the classroom. Like collaboration, like shared decision making, like reading recovery, data driven instruction. All of those collegiate, theoretical things that have shown that they work with data, and bringing them into the school district. So I think that has really helped. The two entities work together. And so when student teachers came to us, they knew what we were talking about. (Jones)

Assimilated teacher program (ATP). Invate University’s previously established partnership with the school district and community college (IEP) appeared to make it collegially and financially possible to collaborate on a state mandated teacher education

reform effort. The Assimilate Teacher Program (ATP) incorporates core subject learning into the teacher credential program. It seemed this collaborative ATP work was also an impetus for the Pilot CTPP and mentioned nine times across six interviews. Dr. Dennison, ATP project coordinator, Chair of Liberal Studies explained:

There's this Invate seamless education partnership that's been in Invate since the 90s...since before me... I walked into an established relationship...[The partnership] was already there. And the way it works...First of all, it had to pre-date [the ATP work], because when you apply for these grants, you have to have that relationship, or else you're not going to get the grants. So it preceded me...So when it came time to design ATP, which came out of SB242, a state legislative mandate that said all state colleges will offer these programs that integrate subject matter preparation and the credential program...I was part of a small committee that was brought in to coordinate the efforts, and then I became... lead...[ATP] involved 75-80 faculty on this campus...dozens of people from the school district...several community college partners and some students. And so we designed [ATP]. (Dennison)

The developer of Clinical Teacher Preparation Partnership (CTPP)/Chair of Teacher Education, Dr. Firestone, made it a priority to be part of the ATP collaborative effort working to ensure key pieces of a clinical model were incorporated. He described his involvement:

So there were other reforms going on. One of them was the ATP program which is a blended program. And the design of that was actually...I kind of had a big hand in that too, because I was part of the group that put together the ATP program. And I put in pieces, like being able to student teach for a year and take methods at the same time, with the intention of hopefully creating a clinical model. (Firestone)

It appeared Dr. Firestone advanced the Pilot CTPP and the CTPP as a result of his involvement in the collaborative work of the ATP. The history of Invate's partnership programs leading to today's CTPP is displayed in Figure 2.

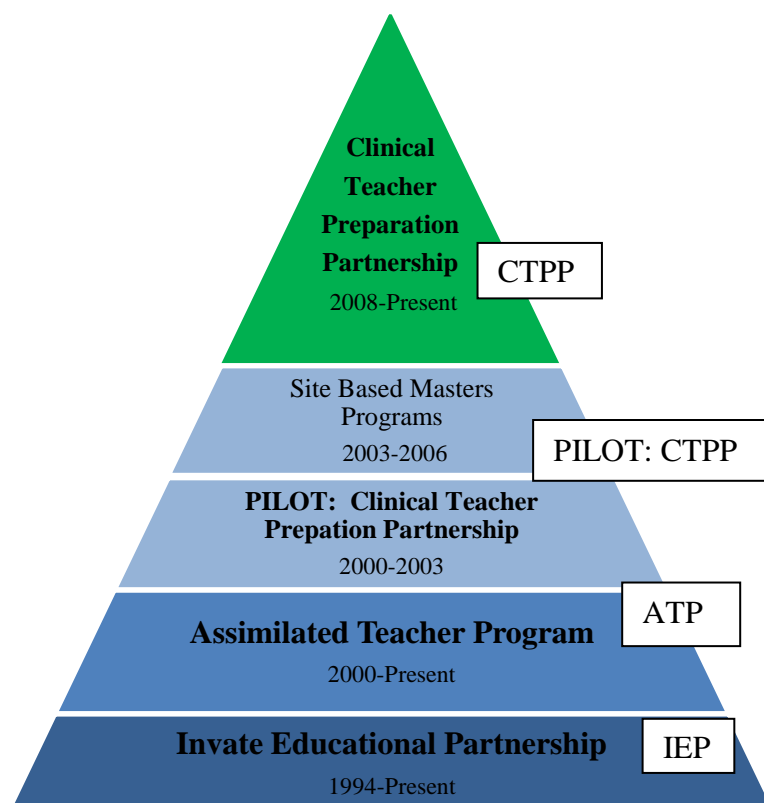


Figure 2. The History of Invate's Partnership Programs Leading to CTPP.

“Think tank.” Another purposeful collaboration, “Think Tank,” was mentioned by four of the nine interviewees as a long-standing, voluntary meeting of school/university partners to discuss ways to improve education at the schools. The university professors are invited guests and reported “Think Tank” as a time to learn urban schools’ needs and strategies. The schools indicated appreciation of an outside, university perspective. Two “Think Tank” partners enthusiastically explained:

It’s a cool thing. There are three schools in the area; the low SES area. And after school, the three principals and the teachers who like to talk about education, and Betty [methods instructor/supervisor] and Theresa Johnson [methods instructor], sometimes we go there and just talk about how we think we can improve the education at those sites and things that people are doing. It’s like thinking about ideas...it comes out of the school. It doesn’t come from here [university]. [The schools] put it together, and we’re invited guests. And we’ve been doing it for a

long time, so we just kind of sit around and it's great. (Firestone, CTPP developer).

We have something called a Think Tank, and it's a voluntary thing. And they come, and I love having them there because it's outside perspective. It's university perspective. And it's just great having them there....[The methods teachers and the field supervisors] come...university professors, the chair of the education department come to "Think Tank" and collaborate and offer ideas and resources...I mean, that's invaluable. It's such a great partnership. (Edwards, principal)

Reconciling differing institutional priorities. Purposeful collaboration was also credited as key to resolving differing school/university priorities in 12 instances. Partners appeared to recognize the challenge of working together with differing perspectives but indicated tenacity to move forward for the mutual benefit of all stakeholders. CTPP participants explained:

Talk it out. Knowing that there's going to be a solution and it's going to be you and I talking it out; not me saying, "You can't do this anymore." We just don't work that way. What are we going to do together to make this better? We'll look at the negatives and the challenges and what happened. But how are we going move forward? (Jones)

I think that's another thing that happens when we're working in schools, because there are different perspectives on the same situation. There are different ideas about how to solve problems. And it really has to be a diplomatic kind of experience, and a collaborative. (Everett)

Well, collaborations are sloppy, because you have two different institutions that have two different interests coming together. And you've got to hammer at some compromise of some kind to do the best you can for the students. As long as that's your center point, the best you can for the students and teachers, then it's going to be fine. (Firestone)

Belief. Findings revealed the theme Belief in the Clinical Model as key to establishing, advancing, and sustaining CTPP 34 times across all interviewees. Dr. Firestone recalled his doctoral research years ago in a professional development school, "When I saw this model...I realized it was a much better model. I began to understand

that it was the best way to prepare teachers, using a clinical residency model.” The CTPP offers student teachers a yearlong experience with concurrent methods instruction. Believers appeared to favor 1) the longer practice time over traditional, shorter, segmented experiences at multiple school sites and 2) the embedded methods instruction for instant application. University faculty explained:

Learning to teach takes time. Period. Learning to teach takes experiences, practice, good modeling, respect, and allowing someone to fail, to get back up, and to learn how to do it. You cannot do it... You cannot come in in six or seven weeks, barely get to know what the heck is going on, and then be transferred to another school, another grade level, another teacher, another style, another curriculum, and expect them to learn a damn thing. We have to give them the beginning of the year experience and the end of the year. They have to see... This is student teaching. (Davis, Methods Instructor/former Field Supervisor)

The ATP program is very good, but it is disjointed, because the application of that theory is not as instantaneous as it is in the clinical model (CTPP). It is not a seamless model where they're having an opportunity for immediate or close to application in the classroom. (Anderson, field supervisor)

Having the students in the classroom at the school site for a full year is the strength of the program. Having them there so they see the rule making, the classroom organization at the beginning of the school year, and they see the testing prep in the spring. They get that full year experience. And that's the key ingredient... It's great to have faculty [methods instructors] come over to the school site, and for the students there to make immediate connections between what they're learning in their methods courses, and what they're doing every day in the classroom. (Dennison, ATP project coordinator/Chair of Liberal Studies)

The university faculty and collaborating school professional's belief in the CTPP model appeared to also be fueled by results. The Pilot CTPP school's "API scores went straight up... the culture of the school changed... the transience level changed"

(Firestone). "CTPP documentation showed growth in API scores at two CTPP sites.

Additionally, 100% of recent CTPP graduates' were hired" (Jackson). Interview excerpts showed CTPP professionals believe school/university partnerships working

collaboratively can improve schools and provide a superior student teaching experience. Teresa Jackson, methods instructor, and Dr. Firestone, CTPP developer, explained their “sell” to others embarking on a CTPP model:

I think one of the first things I would say would be ALL of our CTPP student teachers from last year are now employed. Can you say that about any other [multiple subject credential programs]? The districts and charter schools and private schools like our CTPP prepared teachers because they know they can teach. They’ve done it for a whole year but even more than that, they’re able to integrate what they learn in their methods classes in the lessons the very next day. (Jackson)

I would say, really look at what the most important thing is here, and this may sound hokier than heck, but the most important thing is that child in the school! That’s the most important thing! What can we do to make sure that the children in school are getting a good education. And rather than trying to do it alone as a school, or alone as a university and hoping your graduates are able to do this, how about working together as a team to figure out how we can do this....Do it because it’s the right thing to do! That’s why you would do it! (Firestone)

Prime mover(s). A Prime Mover is “the initial agent, as wind or electricity that puts a machine in motion” (prime mover, n.d.). Although Dr. Firestone found other like-minded believers along his pursuit of developing a clinical model, he appeared to be the Prime Mover of CTPP. His disenfranchisement with his own traditional model of teacher education, unyielding belief a clinical model is the best way to prepare teachers, and persistent but placid pursuit of CTPP is evidenced throughout the interview data.

Disenfranchised with traditional model. Personal experience with being unprepared to teach and puzzlement over traditional student teaching models seemed to catalyze CTPP belief in the clinical model. Two university faculty members asserted:

I pretty much wasn’t well prepared as an elementary school teacher. I mean, I think people were preparing me the way they prepared people to be elementary school teachers at the time. But I realized that I entered the classroom without fully knowing how to teach. (Firestone)

I was supervising student teachers in a lot of different school districts. And there were just some things that didn't make a whole lot of sense to me, but it was the system, the way it worked. (Davis)

Placid persistence. When Dr. Firestone came to Invate University in the late 1990s, he believed in the clinical model, but soon learned it was not well understood in his new institution. He persisted to incorporate key clinical elements at every opportunity, carefully working within the system. His placid push to develop clinical teacher preparation included teaching methods courses off-campus and collaborating with and in schools. Doing what he knew was best to prepare teachers pushed him to take the risks involved in advancing a CTPP. He described himself and a few others as “bureaucratic entrepreneurs.” Dr. Firestone showed enthusiasm and a glass-half-full demeanor throughout his interview; however, the paradox of what he knows to be right for teacher preparation vs. institutional fear of change was expressed through brief, but non-disarming, dismay. Even today, when clinical models of teacher education are being encouraged at a national level (NCATE, 2010), he continues to see reluctance. He explained:

I was always pushing to...put pieces of [the clinical/professional development school] model together at the different institutions where I was...I came to [Invate University] and I remember my first meeting. There was a table. We were breaking into groups, and I went to the professional development school table, and it was really clear people didn't understand what a professional development school was. So I just basically kind of always pushed for that model...I did some supervision. I started to teach off-campus courses instead of doing classroom methods courses here at the campus, I would do off-campus methods courses, which is like a piece of a professional development school. So I was always looking to develop that model...I was just always kind of doing that kind of work, the in-the-school, collaboration work. Samantha and I and different people were basically...We were bureaucratic entrepreneurs...because you really have to work within the system. So the main thing is, we were just kind of innovators in the system and trying to make these things work that we thought were best for the students, best for teachers. And they were. They are...People get afraid in

institutions...I get afraid too, but I'll take the risk. You've got to do some things differently. And I learned that in my doctorate program, when I saw this professor building this [clinical model]. And I said, "This is the way you should do it, man." She was taking a risk. And people still argue about it. Even though they've done the [NCATE Blue Ribbon Panel Report, 2010]...you saw that...even though they push toward the clinical programs, there are still people that it's still not enough. Even though it's accepted, there are people doing it, but they want to do it in a safe way. (Firestone)

Creating buy-in. Interview data revealed creating buy-in as essential to advancing and sustaining CTPP. This was mentioned 14 times across seven of the nine interviewees. From 2000-2003, a pilot of CTPP was created by today's CTPP developer, Dr. Firestone. The program was so successful it received national attention. Today's CTPP model is now preparing for its fifth year and has over 80 applicants for 2012-2013. However, even as recent as five years ago, university colleagues seemed to mock Dr. Firestone in his pursuit of a clinical model. He found other believers and tenaciously proceeded. The developer explained his experience creating initial buy-in.

When it was developing, it was a different concept. And people would say, "Oh, it's him and that CTPP option again. He's doing the thing again. That's all he ever does." But there were enough people that understood that it was a good thing for our student [teachers]. And then we would negotiate. (Firestone)

Today's CTPP was realized in 2008. For buy-in this time around, Dr. Firestone found his foundational work on the Pilot CTPP had developed enough believers to more easily advance the model. Although he admitted, with a resigned expectancy, there was still some university faculty resistance. He found the ATP program provided the right infrastructure to go forward. He explained:

I realized that we had all of the pieces [from ATP] and I just convinced people. I said, "Look, we've got all the pieces. Let's do it." And people had been involved in the Pilot CTPP, so in a way, it's because we had the foundation already there...so I had built up a critical mass faculty where I talked to them and I said, "Look, we can do this CTPP thing easily. We already have the okay to do off-

campus classes. Let's put them together and decide where we want them to go." So, I met with the people coordinating the different methods courses and with the people who were also teaching them. Some coordinators didn't want to meet. It's just like anything, you know, you can't bring everybody to the table. You can lead a horse to water, but you can't make him drink. We couldn't even lead some horses to water. But I could get enough people from each category to say, "Okay, you just have to teach an off-campus [course] in the spring, and you have to make sure you're not teaching it at the same time as math class. (Firestone).

The critical importance of university faculty members' belief and buy-in appeared essential to CTPP success. University faculty are asked to travel, sometimes large distances and teach in urban areas far from their university offices. Dr. Dennison, ATP project coordinator and current Invate Chair of Liberal Arts explained:

It's essential that you have buy-in from the faculty... You have to have [faculty] who want to play the game, and who believe... because we are asking faculty to leave their campus and their nice little offices, and go to a downtown, to an urban area, or to a school that may be 20-25 miles away. So you have to have faculty that have bought into the program. Now it's not that hard because it's a good, sound program. But we have some extremely dedicated methods instructors, both tenure track and some who are not... some are adjunct... who are really committed to the program. They see that it works, and they believe it's the best way to prepare these [student teachers]. (Dennison)

Buy-in seemed to be created for master teachers and parents with an explanation of the advantages of two student teachers in the classroom. Increased class sizes were a school challenge and having three trained adults provided more help for students. Donna Jones, retired school principal explained.

We loved having [student teachers]... we started to get higher class sizes and more people in the classroom was going to make it so much better. And I used to talk to the teachers about that all the time... I [would explain to parents] for them to see that it's not a college student in the classroom. It's more a teacher who has been trained who can help. It's a better student-adult ratio. And they've bought it from the get-go. I think we all really talked it up, so that helped. (Jones)

Recruitment. A cohort of 12 students participated in the 2008 CTPP.

Documentation, as well as the reports of interviewees, indicated this number has continued to grow each year with 59 student teachers in the CTPP today. Recruitment was mentioned 10 times across three interviewees as key to CTPP growth. The developer explained the importance of recruitment from those who believe in the clinical model. One field supervisor has expanded her role to include CTPP recruitment. She reported visiting teacher preparation classes, and partnered community colleges. Dr. Firestone and Dr. Anderson explained:

And we recruited like mad to do this. We had everybody recruiting. We had Betty [methods instructor/supervisor from CTPP pilot], Cathy [internal coordinator], Dennison [ATP coordinator]...And they all understood the concept. We said, "We can do this. We can cohort. And we can build something like the Pilot CTPP," because they had seen it before. (Firestone)

I supervise CTPP students in the field. I've expanded that by working directly with all of the recruiting. And I do the recruiting at the college level...in the coursework that the students were involved in before they got to the application process...And then I also recruit by speaking to incoming students that are coming from our partner community colleges. As an example, I'm going this evening to talk to a teacher ed. course at the community college [in a nearby city]. (Anderson)

CTPP "Meet and Greet." As part of the recruitment effort, Dr. Susan Anderson has put together a CTPP "Meet and Greet." The Meet and Greet serves as an opportunity for prospective student teachers to tour a CTPP school site, visit classrooms, and meet current CTPP student teachers. Additionally, interested members of the community are invited to learn about CTPP and possibly become donors to the program.

I had an opportunity to be a participant observer at a recent CTPP Meet and Greet. Following is a description of this unique recruitment activity, resultant from my field

notes, documents, and artifact collection, which included digital photographs of promotional bulletin boards and student teacher methods classroom.

My friendly CTPP Meet and Greet invitation came by e-mail, forwarded to me by Dr. George Firestone. At the top of the document was a large, yellow smiley face with outreached arms. The invitation said, “You Are Invited to Visit a CTPP School,” listing three different monthly dates and contact information for field Supervisor Susan Anderson. The invitation indicated “spaces were limited and early requests advised.” I observed this same invitation displayed on a CTPP bulletin board in the Education building on the Instate University campus.

When I walked into the older, bright school located in a clean, quiet 1940s neighborhood, I was greeted by the Instate College of Education’s Development Officer. She had nametags for all participants. There were approximately 20 of us including current CTPP student teachers, prospective student teachers, and interested community members. Dr. Anderson, Dr. Firestone, and the school’s principal were also greeting and chatting with guests as they arrived.

At 10:30 a.m., we were split into two tour groups led by current CTPP student teachers. We toured the school’s wide, quiet hallways papered with organized children’s work and visited three large, well-lit classrooms. Each classroom had a master teacher and two student teachers. In some cases, the master teacher was leading the lesson and student teachers were walking among the students assisting. Other times, one of the student teachers was leading the lesson or all three were working with small groups of students.

Three potential student teachers were in my tour group led by Andrea, a second-semester CTPP student teacher. Andrea asserted to the potentials, “[It’s] great... the amount of support is incredible with a master teacher, partner teacher and methods instructors...I will walk away with, ‘I am ready.’” Andrea also stated, “help from a student teacher partner is better than with just a master teacher.” A potential CTPP student teacher in my tour group explained to me her interest in CTPP, “[I was] recruited by Dr. Susan. She did a presentation in [my education class]...I liked the idea of a cohort, collaboration and working with someone at my level (referring to paired student teachers).”

Immediately following the tour, we were led into another bright and roomy classroom filled with large tables, adult seats, and walls papered with butcher paper with drawings depicting mind maps of instructional practices and learning processes. This was the methods classroom where student teachers had class two afternoons a week with an Instate University methods instructor, and regular meetings with their field supervisor, Dr. Susan. We were provided sandwiches, drinks, and cookies. Dr. Susan facilitated a comfortable and friendly discussion of the CTPP program asking the principal, one master teacher, and the two CTPP student teachers to share their impressions of CTPP.

The school’s principal described CTPP to the group as “a wonderful program.” She explained the contrast between a previous school where she was principal and “only saw the field supervisor maybe two to three times per semester, but with Susan [CTPP field supervisor]...[She’s] here almost all the time...concerns are resolved right away...she holds student teachers accountable.”

A master teacher, whose transitional kindergarten class we had visited during our tour, addressed the group next. She stated her appreciation of the ongoing communication between her and Susan [field supervisor] and even went on to say with appreciation, “Dr. Anderson teaches ME...gives suggestions.”

Dr. Susan, in a loving, mothering tone, shared with the group, “[CTPP] is a community of learners with the same goal, lots of work and collaboration.” She explained her involvement in bringing training to the school site for student teachers in their weekly lunch meetings. She frequently asked district professionals including a speech pathologist, a human resource administrator, a school nurse, and the principal to visit and share valuable “real world” advice and training to the CTPP student teachers.

Next, Dr. Susan explained partnering or pairing student teachers with one master teacher and their graduated and alternating responsibility for teaching the content areas. She explained the master teacher’s role as an expert model and the field supervisor as a guide for student teachers to reflect on their practice. She explained:

Student teachers are not thrown in the first day. The master teacher models all lessons, all deliveries before, so the student teacher understands the expectations of the master teacher. Each student teacher begins with one content area then switches half-way through, building capacity—gradually blended to maximize the experience. Student teachers reflect on the delivery of lessons with me.
(Anderson)

As Dr. Susan shared this information, I could not help but notice an example of two reflective questions written in white chalk on the green chalkboard behind her:

Lesson Feedback

In what way was the lesson successful at getting the content across to students?
What range of student understanding was shown through the student work?

Dr. Anderson also explained peer coaching as the practice of observing and providing written feedback. This takes place between the paired student teachers. Additional feedback is provided by the master teacher in a dialogue journal for each candidate. She then turned the conversation to address the needs of CTPP student teachers. She explained the one-year commitment, “the finest experience” for student teachers was “too rigorous for an outside job...employment impossible...hard for student teachers to maintain their livelihood...no stipend for CTPP student teachers.” She explained “there are outstanding clinical programs in other states where student teachers do get stipends...more students would participate if there was a stipend.”

Two CTPP student teachers who led the tours shared with the group how each managed their clinical year financially. One 20-something female student teacher said, “I work at night, weekends and have three scholarships.” The other slightly older student teacher shared Dr. Susan helped her with transportation costs by changing her school site to one nearer to her home. The women discussed the university’s ever-rising tuition, too. One explained, “three years ago it cost \$1800. Today it is over \$3,000, without living expenses or books.”

Dr. Susan ended by expressing “sincere gratitude for coming to see the program...it’s a wonderful community” and invited us to share in her pride of where Instate’s credential program is in the state, inviting our assistance, ideas, and support.

Student teachers—best recruitment resource. Once the guests departed, Dr. Susan shared with pride a notebook full of testimonials from former CTPP student teachers. These same documents and more were also displayed on a bulletin board in the hallway of the Instate University Education building advertising the CTPP program.

Each CTPP graduate's photograph was displayed beside their testimonial. Here are a few examples of their appreciation of the support provided by the cohort experience and the full year of practice-in-practice to learn and grow:

I was excited, but the demands of teaching, homework and dealing with those little ones were tough. Walking down the hallway, I saw the familiar faces of other CTPP student teachers, all who were quite familiar with what I was going through. We met in Room 18 waiting for our Methods class to begin. We were a group of supportive friends: all experiencing the same feelings associated with being first time student teachers. We shared stories, both good and bad, gave advice and supported on another. The CTPP group taught together learned together and grew together. (CTPP student teacher's written testimonial, 2010)

Student teaching the CTPP way... YOU CAN DO THIS! You will see that you have made one of the most valuable investments in yourself. I wouldn't trade this last year for anything. The growth you will experience will be spectacular. (CTPP student teacher's written testimonial on CTPP bulletin board, 2010)

Additionally, the CTPP bulletin board displayed the following description of the CTPP model. This was written by two CTPP graduates from 2009.

CTPP...

- Encourages you to apply method course content directly to your classroom.
- Submerses you within the teaching profession.
- Surrounds you with an amazing support staff.
- Allow you to work collaboratively with your peers

CTPP promotional materials included former CTPP student teachers' "positive impressions" and "areas for extra consideration." Some of these are as follows:

Positive Impressions:

- Like being part of a school community

- Cherish the cohort model. Offer a safe place to share, collaborate and seek coaching guidance
- Use Peer Coaching to support partners
- Areas for consideration:
- Additional course assignments are given within student teaching
- Maintaining a balanced life style is challenging to some
- Program has high standards for performance

Another two-page promotional handout titled, “CTPP through Our Eyes” was prepared by two 2009 CTPP graduates where they answered the question, “What is expected of you within your participation in CTPP? They asserted:

COMMITMENT

PROFESSIONALISM

CLASSROOM TIME

-Monday through Friday—all morning until the students’ lunch time

-One full day a week (trust us, it won’t feel like enough!)

LESSON PLANNING AND DELIVERY

METHODS COURSES

-Two days a week for about three to four hours

COLLABORATION

-TEAM WORK!

So should you do it? Ask yourself the following:

What do you want to gain from student teaching? If it is just a credential, then CTPP is not for you. (Two CTPP student teachers, 2009)

Recently, Dr. Firestone, two field supervisors, the Invate University Education Dean, one CTPP student teacher, and retired principal Donna Jones participated in a CTPP panel discussion. There were many potential student teacher candidates in the audience. Mrs. Jones described her impression of the increased attentiveness of potential student teachers when it was the CTPP student teacher's turn to share her experience.

So they asked a question from each of us...from the people who were in the audience, kind of...their eyes were glazed over. I caught a couple of people texting. Boy, when the [CTPP student teachers] came in, the [potential] student teachers were glued! (Jones)

Dr. Anderson elicited input from the CTPP student teacher cohort to choose the person to represent their cohort on the panel. She explained potential student teacher candidates trusted the current CTPP student teachers. Among the cohort responses, the same name was consistently shared, so she was chosen. Collaboration appeared as this girl went to her cohort and asked for their feedback prior to the panel presentation. Dr. Susan explained:

And so [the chosen student teacher] got her questions that she was going to have to respond to. And she went on Facebook and asked all of the others, "What shall I tell them about us?"...And [the cohort] was really involved in advising her of what to tell this audience about them...[potential student teachers] trust [current CTPP student teachers]...Many invite them to come on a tour. And they're the tour guides...it's not me. It's the student teachers. (Anderson)

Autonomy. Integrated sub-themes of Organically/Creatively Built Infrastructure, Learning Execution on the Job and Professional Autonomy were coded 16, eight, and five times respectively across interviewee data. Additionally, the pervasive challenge of navigating institutional bureaucracy was discussed 32 times across eight of the nine interviewees.

Organic development of infrastructure. Helen Davis, a long-time former field supervisor/current CTPP methods instructor, sat at her desk in her small university office and spoke with passion and candor regarding the challenge of navigating university policy constraints. This included class credit requirements, graduation requirements, and faculty contract requirements. It seemed meeting the content area needs of the student teachers required a flexibility the current university system could constrain. CTPP professionals appeared to work covertly with student teachers in meeting the university requirements while altering content order as well as meeting times and days to best fit the student teachers' clinical learning. Mrs. Davis explained:

We have this vision, this plan [for CTPP], but we're in a bureaucracy that has three credit hours per class, and that's the rule. We have faculty contracts that require X number of units. We kind of want to do it without the units. So we have to find a way to do what we want to do without [the university] knowing we're not doing what we're supposed to be doing, but doing better than we're supposed to be doing, but we have to fit in within the parameters of the grades for graduation credit... We're doing our job. Our students are learning... But we're also not saying, "It's three hours of reading, and three hours of language arts, and three hours of social studies," because maybe we need to do social studies up front to get them started on the concepts, and then do reading towards the end when they have figured out the testing stuff. Or maybe we need to do reading here and language arts fits in here. And it's this organic structure that a bureaucracy really can't tolerate... we know what we're doing. We're professionals. (Davis)

Dr. Teresa Jackson, methods instructor and newly appointed CTPP Director, echoed the idea of covertly managing student teachers' schedules. She explained the strategy deployed to ensure her student teachers learned the content at the CTPP school site without formally altering the university's scheduling system.

[The student teachers] just register for the courses. We divided them into three groups. And we said, "Group one, register for your courses here. Group two, register for these, and Group three, register for these. And it doesn't matter what your schedule says. These are the days and the time you come to class. So you may have registered for reading at 7:00 on a Thursday. Forget that. You come to

class at Tuesday at 1:00 and on Thursday at 1:00. And the university doesn't even know... We just don't tell them. (Jackson)

Current university procedures were expressed as something to live and work within. Dr. Firestone asserted, "The fear is you've got to run the whole program through the correct process, get it in the catalog, and stuff like that. And that takes a long, long time." When he realized the ATP design was "the same thing [as CTPP], just restructured a bit," he enthusiastically met with two ATP field supervisors to brainstorm the details of CTPP. He explained:

Susan and Rachel (field supervisors and former principals) are as innovative and creative as anybody that you're ever gonna find. They just figured out. We can do this. Instead of running small cohorts, we can run big ones, and then we'll structure our students like this, and we'll hit them like this, and we'll do this and we'll put them in groups, and we'll do this. So they were already working the structure. (Firestone)

The themes of autonomy and navigating institutional bureaucracy were apparent in the recent appointment of the new CTPP Director as well. When today's CTPP began in 2008, Dr. Firestone realized he had to "let go of things, and let...the leadership kind of move to be more of a leadership of the people who were doing the work [while he] fought the institutional battles to make sure people went to the right place and got funded." Helen Davis explained, "so the decision was that Dr. Teresa Jackson, as the associate chair, would be the boss of it all because we needed to have someone in that role when things got dicey." Dr. Teresa Jackson had become a CTPP Methods Instructor for the first time that same year and her rank in the university, despite her newness to CTPP, made her the logical choice to be appointed CTPP Director.

Learning execution/play on-the-job. Autonomy to experiment, play, and learn the execution of CTPP seemed critical to advancing the model. Although Dr. Firestone

believed in the clinical model and had seen it in action, executing some of the elements was elusive. This included school/university partnerships, master teacher/student teacher relationships, and embedded methods courses. He recalled his earliest experience with the Pilot CTPP:

So about the year 2000, the former chair here (Invate University Teacher Education Chair) got a large Lucent grant...kind of understood the concept, and with the school district, put together a professional development school model-- The Pilot CTPP. We had twelve students, and we used the funding. And I basically learned how to execute it. There were things I still didn't know about how to execute a clinical model. There were things about the school relations and the relationship between the two institutions, and how people...what's now co-teaching...the master teacher/student teacher relationship, you know. What happens when you have university pieces imbedded in a school. (Firestone)

Executing the CTPP appeared to require autonomy to learn on the job. Many "how-tos" seemed to organically evolve with the needs of the school. As Helen Davis, former field supervisor and current methods instructor recommended, "let go of having to have everything figured out before you start. Because you cannot! ...we're dealing with a people business." Field supervisors worked with principals and presented strategies at faculty meetings. This included how master teachers could best work with a pair of student teachers; peer coaching; and improving practice. Helen Davis, former field supervisor/methods instructor recalled her experience:

How does faculty work with two student teachers, and how do we do peer coaching?...So all these things kind of became a need as we changed. So then we started working with Donna (principal) in particular, and having faculty meetings focused on how do we work with student teachers, and how do we improve our practice, and peer coaching...So all these things just kind of unintentionally evolved out of the need at the school site. (Davis)

CTPP developers and sustainers appeared to accept the uncertainty of working in schools and the willingness to experiment until they found something that worked. Dr. Everett, methods instructor, explained:

There were some bumps along the way, and we kind of figured things out as we went...working in real life schools is really messy. It's not nice and neat. There aren't those nice and neat answers in the back of the book. You just have to figure things out, and once you think you have a solution, try it. And maybe it's the solution, maybe not. (Everett)

Relationships. The CTPP consisted of multiple direct and interconnected relationships and were referred to 32 times across all nine interviews as keys to advancing and sustaining CTPP. Early, honest, and ongoing conversations and the structure of centralized school sites, large cohorts and paired student teachers appeared to support these relationships.

Inter-institutional relationships included university/school; master teacher/student teacher; and supervisory relationships with the school principal, school community, master teacher, and school district. The inter-institutional relationship between the university methods instructor and master teacher was discussed as a challenge not yet successfully navigated. Intra-university relationships included supervisor/student teacher; supervisor/student teacher cohort community; student teacher pairs; and student teacher cohort. Communication in the methods instructor/supervisor relationship was discussed as an area in need of attention. Table 3 indicates noted CTPP relationships and some challenges.

Table 3

Noted CTPP Relationships-Intra-university, Inter-institutional, Intra-school and Challenged

	Intra-University (X)	Inter-Institutional (X)	Intra-School (X)	Challenged				
	ATP Coordinator	CTTP Developer	Methods Instructor	Field Supervisor	Student Teacher	Principal	Master Teacher	District
ATP Coord.		X		X				X
CTTP Developer	X	X	X	X		X		X
Methods Instructor		X	X		X	X		
Field Supervisor	X	X		X	X	X	X	X
Student Teacher *	X		X	X	X		X	
Principal		X	X	X		X	X	X
Master Teacher				X	X	X	X	X
District	X	X		X		X	X	X



The purple triangle represents the most noted inter-institutional triad relationships including:

- 1) Field supervisor/student teacher/master teacher
- 2) Field Supervisor/student teacher/master teacher and principal
- 3) Field Supervisor/master teacher/principal

***Note: Student teachers are depicted in purple as they are considered part of both institutions in CTPP**

Inter-institutional relationships.

Master teacher/student teacher relationship. In CTPP, two student teachers are paired with one master teacher. This relationship appeared key and dependent on the right master teacher. As one long-time master teacher explained, “You can be great at what you do, [teaching], but you’re not necessarily that nurturer that can tell somebody else what they’ve done wrong, or what they need to correct.” Mrs. Thomas, master teacher, referred to her student teachers as “kids” throughout the interview. She explained some of her student-teacher relationship-building practices including a casual lunch before the school year began, reading the student teacher bio provided by the field supervisor, and keeping a daily dialogue journal for ongoing feedback. She explained:

[The student teachers] come in the week before school starts...and we always go to lunch the very first day...And that’s usually when they (student teachers) open up, and I find out a little bit about them. Susan (field supervisor) also disseminates information to us. She has a little write-up about each student teacher that they’ve written about themselves--just a quick little bio. And that gives us a little bit of a background about who they are...I try really hard to get to know them on a level away from school before we start...I [also] think you have to make sure you’ve got that open dialog. I think master teachers need to be letting the student teachers know on an on-going basis. There needs to be regular feedback. I dialog with them in a little journal that I give them on the first day. (Thomas)

Field supervisor relationships. The CTPP field supervisor’s role involves multiple relationships, stressed 43 times across all nine interviews as keys to advancing and sustaining CTPP. Appreciation of the field supervisor in the area of coordination, time commitment, integrity, assertiveness, intuition, trustworthiness, heart, and passion was mentioned over 20 times. Here are just a few examples of the positive regard expressed by CTPP participants:

It just takes tremendous coordination efforts. Susan is making this run. (Dennison)

The two university supervisors do a tremendous amount of fieldwork. They've really carried this program, in terms of coordination. (Dennison)

Just send relentless people like Susan and Rachel (field supervisors) who just beat the will out of people who want to stop [the CTPP]. Their force of their personality and leadership is what carries that component of it. (Dennison)

If you have somebody magical like Susan, she's very intuitive. Susan just seems to know which [student teachers] will work together, or she might put a strong one with a more...I don't know what her method is, but almost always those two student teachers seem to get along fairly well. (Thomas)

Well, Susan is an icon. She came with her reputation, and you don't have to earn that trust with her. Because what she says, she does. She follows through. So that was just a given. And even before I came into being a master teacher, other people on the staff had taken student teachers. Word got around. Word spread. (Thomas)

Susan truly is the heart of the program. She loves these [student teachers]. She takes them on as her own. She's passionate about that. And you need to have someone, I think, that is passionate about managing those student teachers and keeping things in line. (Thomas)

It's back to the person. I think there's always been a lot of integrity. The integrity is always there. Very open. We may talk privately and discuss maybe paths to follow to success. And I think they gain the trust...I'm talking about the staff now...because the staff really knew that Dr. Susan would do something about it if there's a problem and be very supportive with their problem or success. (Jones)

Pride and a genuine affection for CTPP student teachers were evidenced by Dr.

Susan Anderson, field supervisor, during our interview as well as publicly during the

CTPP Meet and Greet. She stated:

These are wonderful young people. They are very wonderful. On Sunday morning, sometimes I'll listen to a little bit of the news, and there's this [sic.] where you say something in three words. And I figured, what would I say about these students in three words? I had the last word, but I'm still working on the first two. The last word is "proud." (Anderson)

Field Supervisor and principal. The relationship between the field supervisor and the principal was mentioned 19 times across four of the nine interviews. Gary Edwards, principal, recommended, “Definitely create a relationship with the supervisor and with the methods professors, if you happen to have a methods course on your campus. And just keep communication going, both formally and informally.”

Partnership, collaboration, and reliability of the field supervisor appeared critical to solving CTPP challenges. Presenting a united front with the principal and keeping the principal regularly informed was also indicated as key. Donna Jones, retired principal, and Dr. Anderson, field supervisor, explained:

Dr. Susan...she would take care of problems...I don't know how many hours she puts in, but if you need her...she's there...open and going to help us come up with a solution...And usually helped us by doing it with our input. I think we came at it with, “What can we do to make this better? Rather than, “what are YOU going to do about this?...what we did together...if there was a problem, they knew it wasn't going to be mom against mom, because they knew that...I think they got that fairly soon...very quickly, when they would come in. We work together.” (Jones)

If the student teacher or master teacher was having some challenges...I try to always have a face to face visit. But sometimes there was a lapse of time. And so I had to communicate via email that I was coming to address it. And I would cc the principal of that school. Not that I am asking them to solve it for me, but to be ready in case they had to enter into the conflict...Because the teacher would then perhaps go and talk to the principal. (Anderson)

Field supervisor and methods instructor with school community. In the case of CTPP, the field supervisor became a member of the school community. This university presence was expressed as a vehicle to create trust, reliability, and support in a model where student teachers practice for a full year. Dr. Firestone explained:

The trust is established by having a physical presence [at the school]. The university having a physical presence there. And being there, and being responsible for those student teachers. And the student teachers become...It's

like, you have their leader, she is Susan Anderson [field supervisor], and they're part of that community. They're not just student teachers that are going to be there for a semester, and then the next one will come and the supervisor will drop in. They do stuff. When 9/11 happened when it was a [the Pilot CTPP school site], you had to be there. You're part of the fire drills, you're part of the crisis, you're a part of the whole deal. (Firestone)

Evidence of the university as a member of the school community was revealed on page two of the handbook of one CTPP elementary school. The school listed 25 "Programs/Distinctions" unique to their school. CTPP was named second on this list. The handbook also listed "collaboration" and "Think Tank" at the top of their "How we do our work" page.

Enjoyment in working at the school, taking the time to develop relationships, a consistent presence, and participation in varied activities including staff meetings were noted as essential to the university becoming part of the school community. I observed Dr. Everett's math methods course held in a modular classroom across the playground on the campus of one CTPP urban school site. When she and I left the modular, she locked the door and showed me her keys to the building and her staff ID hung around her neck. She and Dr. Firestone explained being part of the school community:

I am part of the learning community here. I have my own ID for [school] as staff. I participate at various levels here. I go to "Think Tank" once a month...and I go to staff meetings....But it really does take time to develop a relationship with the school. And I believe in investing...Plus, I like to be at the school. But I believe in investing in that time. And I believe it pays off. (Everett)

Dr. Everett is, like, an integral part of that school, and they actually said they weren't gonna do...Gary [principal] said, "You know, yeah, we'll do student teachers." And the teachers said, "No. Not unless Dr. Everett's the supervisor, we're not gonna do it." So that's what happens; it gets to be real familial. And it's because the presence of a person. (Firestone)

When I was doing the Pilot CTPP, I lived at that school. I mean, I was there almost every day. They used to call me the professor or doctor in residence or

something like that. Because I was just there...I was part of that school community. (Firestone)

Field supervisor and master teacher relationship. Attention to the relationship between the field supervisor and the master teacher was mentioned 11 times across the interviews. Field supervisors seemed to value the master teachers as partners in student teachers' success and a master teacher indicated appreciation of the field supervisor's ongoing contact and timely responses. She said, "Susan and I email back and forth. She's really good about getting back to us immediately."

Field supervisors also met regularly with master teachers in a group. They invited master teachers out of their classrooms mid-morning to chat over coffee and a snack. "The master teachers need to get together and talk to you, and talk about the partnership" (Firestone). This was an opportunity to discuss concerns or suggest mentoring strategies without cost to the master teacher's time or incurring a substitute teacher expense. This 45-minute meeting also gave the CTPP student teachers an opportunity to work in the classroom alone. From one of these master teacher meetings came the request for the university to offer a site-based masters program for the school's teachers. Dr. Firestone and Dr. Samantha Lewis created Invate Teacher Academy that eventually grew to multiple school sites and cohorts outlasting the Pilot CTPP. Finally, one field supervisor reported relationships with prospective master teachers to encourage their involvement in CTPP. They explained:

One thing I did was, and I think Susan (field supervisor) is doing this, and I'm pretty sure Betty (field supervisor) did this...But what I would do is just have the student teachers take over the room, and I would...in the middle of the day...like, 10:00 or 11:00...and I would pull out the master teachers, and I'd feed them and have coffee, and we would just talk about how to best mentor the student teachers and any issues that came up. And it was a way I could do it without money,

because without having sub-time, and it actually helped the student teachers, because a lot of teachers wouldn't want to turn their classrooms over to them. So I'd say, "Come on. Just an hour. Just forty-five minutes." They'll survive forty-five minutes. And so they would actually get a chance to work on their own, which is really productive for the student teachers. (Firestone)

Because if it was an intervention [with a struggling student teacher], the classroom teacher had to be a partner [with the field supervisor] towards moving that student to success, or withdrawal. Because I wouldn't be there every day in all the times. I would increase my visitations, but still, [the master teacher's] eyes and ears are important. (Anderson)

And I also spent time sort of negotiating with the teachers about who's going to have student teachers, and...because we have some dynamite teachers here, and they're just really reluctant to have a student teacher... "I don't know if I'm organized enough, I don't know if I want somebody watching me teach"...So I spent time developing relationships with them and having them talk to the teachers who have student teachers. And so, I've won a few over. (Everett)

Conversations. Twenty-three excerpts stressed the importance of early, honest, and ongoing conversations as keys to successful partnership relationships and advancing and sustaining the CTPP. Recommendations included taking the time necessary to learn about the school site and convey a message of partnership from the outset.

Circumventing this process appeared to challenge the partnership to a level too difficult for the field supervisor to remedy. A field supervisor explained:

Find out as much as you can about the [school] community in which the students are entering into. And be open to really delving into a lot of conversations with the people of this community early on, so that you demonstrate that you're interested in forming a partnership. And don't rush through the first steps. (Anderson)

Have a lot of up-front time with partners...some more piercing situations that happened. [A master teacher] had not been in that step-by-step introduction. They had been told that they were getting [a student teacher], but there was no buy-in. So after one semester, there were too many repairs. I had to return to the school often to repair. (Anderson)

Ongoing dialogue was indicated as a vital way for the master teacher and field supervisor to stay connected and congruent in their joint assessment of CTPP student teachers. This included meetings throughout the school year, written dialogue and an opportunity to compare evaluation notes on the student teachers before meeting with them. Yolanda Thomas, master teacher, explained:

Susan [field supervisor] is really good about meeting with the master teachers often. She'll meet with us at the beginning of the semester, she may meet with us at the midpoint...usually at the end of the year there's some sort of wrap-up where we can give her feedback and dialog a little bit about what's worked, what concerns we have for the crop of student teachers that we have...So she gives us that chance to dialog with her throughout the year...And then she gives us written things. So when she gets ready to do the mid-year evaluations and the end of the year evaluations, before we do ours, she'll give us a copy of hers so that we can kind of see where she's heading. And if we're too far apart, it gives us a chance to talk with [the supervisor] prior to meeting with those student teachers to clarify what we're seeing... because she sees different things. If she pops into the room seven or eight times a year, and we're seeing them on a daily basis, we may see totally different things. So, usually they're pretty close. But every now and then they're a little bit off. So by giving us written information, it gives us another checkpoint to kind of touch base with her and make sure we're on the same page. (Thomas)

An absent inter-institutional relationship: method instructor and master

teacher. I asked Dr. Jackson, the only methods instructor I interviewed who had never served as a field supervisor, if she collaborated with the master teachers. She answered deliberately, "No, we do not." I then asked if the field supervisors were the liaisons between the master teachers and the methods instructors. She answered, "Yes." I then queried, "So you... have regular meetings with the field supervisor?" She answered, "No, not regular meetings. But we want to begin doing that in the fall because we realized how important that was." From the master teacher's perspective, it seemed the methods instructors, most of whom she had never met, were out of touch with their

student teachers as practitioners and the reality of today's classroom. Yolanda Thomas explained:

One of the professors (methods instructor) was taking a tour of the school....and I didn't even know who the woman was...She pointed at my student teacher and said, "She is a wonderful student"...I thought, "I have been pulling my hair out for three weeks with her...she's the worst student teacher that I've had come through here!" That professor sees her as a great student from her class perspective, but she's not recognizing what Susan [field supervisor] might see or I might see because she's never in our classroom! So I...suggest those university professors spend a little bit of time in those classrooms where master teachers take their students, and see exactly what's expected of them. It might make their assignments more appropriate for those kids...I think they need to be in touch with what's going on here...I think that's kind of a lot of that lofty, "We're up here." type of thing, and [master teachers are] still in the trenches....those professors need to come down to this level....They need to see what's going on in here to realize that maybe they're a little bit out of date. (Thomas)

Intra-university relationships.

Field supervisor and student teachers. It appeared the field supervisors were not only proud of their student teachers, but worked to know each personally. She began with interviews. She asserted, "We get a lot of valuable information about their aspirations, their academic performance...What is on their plate. Are they a parent? Do they have to drive a long way? Do they have a car? Are they an academic scholar?" She seemed to reciprocate intimate details of her own life throughout her ongoing communication with them. She explained:

When I communicate with them via email, I always start with something personal about myself. Oh, I went to see somebody, or did this...And so it eases into the conversation, and then they connect with me on another level. And they're always asking, "Well, how was it?" And so we're almost at a different level at that part of the conversation. (Anderson)

Additionally, Dr. Susan appeared to provide a safe place for student teachers to share any challenges with their peer student teacher or master teacher in a confidential

reflection journal. This seemed to provide the student teachers with a neutral ear as well as an opportunity for the field supervisor to coach them through difficult situations. She explained:

Once a week, they reflect on an event that happened in their classroom, or their immediate surroundings. They tell me the players, what happened, what was the conclusion. But the last question is how has this experience impacted me as a future teacher? And I'm the only one who read that. So if they have a concern about their relationship with their partner or their master teacher, they're allowed to use that as a mechanism for reflection, and I read that every time I come in to observe them. Now, if it's really immediate, then they would call me. But that really helps a lot sometimes, because I try to stay neutral. And then, I will talk to them right away about it. But if they complain repeatedly week after week, then I try to counsel them out of that, and say, "Let's try to reflect a variety of experiences, and what have we learned about that?" (Anderson)

In CTPP, the field supervisor seemed to have an equally intimate relationship with the entire student teacher cohort at each school site. She described them as a great community. Each week, she met with the student teachers for 40 minutes to "talk about things related to the operation of that school and what's happening at that school, and how it impacts their understanding of the functions of the teacher" (Anderson). One year, a school site was having challenges with enough parking spaces for the large number of student teachers. Before Dr. Susan had solved the issue with the school's principle, student teachers were parking three miles away at a coffee shop and carpooling to the school. She shared, "So one day I felt so sorry for them, I treated them all to a cup of coffee."

Challenging intra-university relationship: methods instructor/field supervisor.

Dr. Firestone explained an area he liked to improve in the CTPP, the communication and relationship between the methods instructors and the field supervisors. During the Pilot CTPP, he personally served as field supervisor and methods instructor simultaneously.

Today, these roles are served by different people and he recognizes the need for the two to work together and each spend some time in the other's wheel house. Additionally, he felt student teachers would benefit from this improved relationship, lessening their workload, stress, and conflicting expectations. He explained:

There are...issues with CTPP...One of the big ones for me is actually the distance between the supervisors and the methods teachers. That is still not as good as I...That's something I still have to work on...the communication. They communicate, and they talk, and they like each other, but the actual working together is not as good as it could be. Once it's good, it'll be even stronger. During the Pilot CTPP...I was the supervisor and the methods teacher. It was me! So that's kind of a new learning curve then, is how to do this. Because that's the new thing...because really, the methods teachers need to get more into the classrooms. And the supervisors need to understand what's happening in the methods courses so that they're working together. They're not delivering the same thing or delivering a lesson plan in two ways...the communication with the supervisor and the methods teacher is not as tight as it could be. If it was tighter, you would get a really ...It would just improve the model. And it would put less stress on the student. That's actually one of my big concerns is the stress of the student teachers...Sometimes they get more work than they actually need to have. (Firestone)

In the CTPP, the field supervisor currently serves as a liaison between the master teachers and the methods instructors. One master teacher's perception of this relationship included the methods instructors' possible disrespect for the field supervisor and a desire for the methods instructors to have some time to listen directly to master teachers. She explained:

Susan [field supervisor] is the liaison between [master teacher and methods instructor], but it might be nice for some of those professors to hear from us firsthand some of our concerns...Susan has said to us, when we complained about, last semester she said, "I can take the message back, but you have to understand, I'm only the supervisor of the student teachers. I'm only the liaison. I'm not a professor of mathematics, teaching a methods class. I'm not a professor of science." I almost sense that the way she said it, that there was that bit of them looking down their nose at her. Like, "Well, you're not really teaching any subject." So, I think there's probably great things happening at the university, but I think they do need to see what's going on in the schools. (Thomas)

Centralized structure. The theme centralized structure was mentioned nine times by the majority of the interviewees as key to sustaining CTPP relationships. Cohorting 12-18 student teachers per school site, pairing student teachers, and holding methods courses on school sites were referred to six, three, and four times across all participants as conducive to a more prevalent university presence, convenience for student teachers, and providing opportunity for all stakeholders to receive support and collaborate regularly. Participants explained:

The presence of the university on the campus as a collaborator is the key to having solutions rapidly, and done appropriately, with fairness and consideration. (Anderson)

We need them at centralized schools, and we want the supervisors to...again, just like I was in the Pilot CTPP option, to become...like Susan (field supervisor) is at Rhett (school)...to become a part of that school; to be imbedded in that school...To be able to give guidance and direction to the student teachers, but to also be able to work with the faculty. And we also want to have the faculty teaching at different places, too...To be close so that the students don't have to drive all over the place to get to their classes. They can just drive to a centrally located school. (Firestone)

There's 15 student teachers at [CTPP school site]....It's best for the continuity of the program, the consistency, to have between eight and twelve at a school. And that is a culture in itself, when you bring that on a campus. (Anderson)

[In CTPP] this is like a cohort...you're placed with a group in a particular school, with the same supervisors and the same faculty surrounding you...your "peeps!" (Firestone)

We moved the methods class off campus, which is what we wanted to do. That was the beginning of CTPP. (Davis)

We've got offsite courses that are embedded in the school. (Firestone)

We wanted to have student teaching also be more collaborative, so we started pairing our student teachers. And that was the early bit of ATP, before CTPP. So we paired student teachers. (Davis)

Well, having a student teacher partner, where you can bounce ideas off of each other and really help each other reflect, I think is really good. Because that's what can I make this lesson better? And to have someone, a peer to bounce those ideas off I think is really beneficial. Plus I think the collaborative nature of having a partner with you is really beneficial. (Edwards)

Results

The findings from this case study of Clinical Teacher Preparation Partnership (CTPP) were presented through the four themes: Collaboration, Belief, Autonomy, and Relationships. As interviewees were asked to explore the CTPP through the lenses of Bolman and Deal's (2003) Four Frames (see Table 4), I have chosen to represent the results of this study through these vantage points. Symbolic, Structural, Political, and Human Resource frames are discussed separately; however, navigating institutional bureaucracy was a pervasive challenge in both the structural and political lenses and the theme of collaboration was apparent in all frames.

Table 4

CTPP Results Revealed Through Bolman and Deal's (2003) Four Frames

CTPP Results Revealed through Bolman and Deal's (2003) Four Frames			
<u>Symbolic</u>	<u>Structural</u>	<u>Political</u>	<u>Human Resource</u>
Purposeful Partnerships Prioritizing Urban Children <ul style="list-style-type: none"> • Preexisting Partnerships • Parallel Partnerships 	"Play" Within Present Program <ul style="list-style-type: none"> • Professional Autonomy • Pliant Infrastructure 	Placid Persistence and Promotion <ul style="list-style-type: none"> • Prime Mover's Belief • Player Buy-in • Participant Recruitment 	Presence and the Proper Care and Feeding of Relationships <ul style="list-style-type: none"> • People Focused Field Supervisor-"heart" • Pairs, Cohorts and Centralized Sites
<div style="border: 1px solid black; padding: 5px; text-align: center;"> Navigating Institutional Bureaucracy </div>			
<div style="border: 1px solid black; padding: 5px; text-align: center;"> C O L L A B O R A T I O N </div>			

Symbolic Frame

The Symbolic lens revealed Instate University and the Instate Unified School District's long-standing, school/university partnership, prioritizing urban children, created an ideal canvas for advancing CTPP. This included common understanding, trusting relationships, fund opportunities, and ongoing collaboration. Partners' mutually beneficial belief in the clinical model as the best strategy for preparing future teachers and improving urban schools seemed to advance and sustain CTPP. Informal collaborative activities including "Think Tank," a voluntary monthly meeting of school/university partners, seemed to serve the collective purpose of grounding university

professionals in schools' daily realities and provided schools with a university perspective for improving the education of urban students.

Structural Frame

The Structural lens revealed professional autonomy allowed organic development of the CTPP's infrastructure and creative navigation within the present university system. This autonomy appeared necessary for professionals to best meet stakeholder needs. The Structural frame further showed CTPP's unrealized fully institutionalized status required professionals to restructure content timelines and class schedules independent from the university's current policies. Ongoing collaboration seemed to serve as a critical tool in reconciling institutional differences, learning execution on the job, and creating policy and procedures to sustain CTPP.

Political Frame

The Political lens revealed the prime movers of the CTPP program succeeded with 1) an unyielding belief the clinical model is the best way to prepare teachers, 2) entrepreneurial spirits, 3) placid persistence, 4) courage to take risks, 4) enthusiastic promotion, and 5) commitment to both formal and informal school-university partnerships. In this case, CTPP student teacher recruitment efforts seemed most positively received when delivered by present and graduate CTPP student teachers. This included CTPP student teachers acting as tour guides during Meet and Greets at CTPP school sites and providing personal testimonials to all promotional materials and recruitment activities. Buy-in of all stakeholders (i.e., school principals, master teachers, methods instructors, field supervisors, and other university department leadership

involved in teacher preparation) was considered vital to CTPP success. Successful Pilot CTPP results seemed to spur a critical mass of believers to advance today's CTPP.

Human Resource Frame

The Human Resource lens revealed centralized school sites seemed to support a regular university presence and created trust. Field supervisors and methods instructors became part of the school. Placing student teachers in cohorts of 12-18, as well as pairing them with a common Master Teacher and providing methods courses in centralized school sites, seemed to create relationships, opportunities for collaboration, community, and convenience. The Human Resource vantage point further revealed relationships, both inter-institutional and intra-university needed to be tenaciously fed and cared for. The student teachers' pedagogy-practice education and evaluation could become disjointed when collaboration did not occur between the methods instructors/field supervisors and method instructors/master teachers. There appeared to be concern and interest in tightening these relationships for the benefit of all stakeholders and overall improvement in the CTPP. Finally, the right field supervisor appeared to be the heart of the CTPP, intuitive, trustworthy, reliable, responsive, and present. She acted as collaborator, mediator, recruiter, salesperson, and coach. She had built relationships with the school principal, master teachers, student teachers, and school community at large. Early, honest and ongoing conversations seemed essential to sustaining these relationships. This included dialogue journals, e-mail, and regular meetings. Additionally, the Human Resource Frame showed while student teachers enthusiastically recommended the CTPP, the yearlong time commitment deemed employment nearly

impossible. “Meet and Greets” seemed to provide an opportunity to invite potential donors to learn about the program and put a face on the needs of student teachers.

Summary

In this chapter, findings were presented through four themes and sub-themes discovered in this exploratory case study of Clinical Teacher Preparation Partnership (CTPP). Themes included 1) Collaboration, with the subthemes previously established partnerships with a collective purpose and reconciling institutional differences; 2) Belief, with the subthemes prime movers, buy-in, and recruitment; 3) Autonomy, with the subthemes organic development of infrastructure and learning execution on the job; and 4) Relationships, with the sub-themes inter-institutional/intra-university, conversations and centralized structure.

Next, results were summarized through re-visiting Bolman and Deal’s (2003) Four Frames: Symbolic, Structural, Political, and Human Resources. These findings present a potential solution to the research problem: If we can discover what was fundamentally involved in advancing and sustaining one successful clinical teacher preparation partnership, we might better understand how to successfully navigate and implement a transformation in teacher preparation system-wide.

Chapter 5 provides a discussion and interpretation of these findings, results, conclusions, and recommendations.

Chapter 5: Interpretation, Conclusions and Recommendations

The purpose of this exploratory qualitative case study was to explore Invate University's (IU) Clinical Teacher Preparation Partnership (CTPP) to discover what is/was required to advance and sustain this model. The national call to "turn [teacher education] upside down" (NCATE, 2010, p. ii) and states' subsequent commitment to pilot recommendations, necessitates study of successful clinical teacher preparation partnerships in order to build conceptual models for future study, as well as to identify strategies and protocols for transforming teacher education programs in California and on a national scale.

This study proposed to answer to following research questions: 1) What strategies or protocols have been and/or are necessary to advance and sustain the Clinical Teacher Preparation Partnership (CTPP), a partnership between Invate University and the Invate Unified School District? 2) Based on the NCATE Blue Ribbon Panel's (2010) Guiding Principle #10 for clinical teacher preparation partnerships, what are CTPP's recommendations for advancing "strategic partnerships...for clinical preparation" (NCATE, 2010, p. 6)?

Findings are discussed and interpreted by the themes presented in Chapter 4. Each theme begins with a summary of major patterns, continues with a comparison to the literature, and ends with implications for educational leaders embarking on CTPPs of their own. This section ends with a summary story of my interpretation of the findings. Conclusions, recommendations, and a summary complete Chapter 5.

Discussion and Interpretation

Theme One: Collaboration

Collaboration surfaced as the most frequently occurring theme across all interviews, field observations, and artifacts. Findings revealed the city of Invate has a history of inter-institutional partnership over two decades old. Previously established partnerships seemed to catalyze the Pilot Clinical Teacher Preparation Partnership (CTPP), as well as today's five-year-old CTPP.

Findings further revealed these pre-existing partnerships had a collective purpose. Invate University, Invate Unified School District, and Invate Community College's partnership was formed to create "a seamless educational partnership...to ensure that more students would graduate from high school prepared for college...[and] encourages and supports ongoing collaboration and reciprocal learning between the institutions" (Invate University, 2010, p. 1).

Purposeful collaboration appeared to be a cultural norm evident throughout the exploration of CTPP. Leaders seemed to have built-powerful inter-institutionalized relationships. Partners reported ongoing collaboration as key to resolving institutional differences. Voluntary collaboration activities, such as "Think Tank," brought university-school personnel together to discuss ways to improve education at the schools. Even student teachers were involved in daily collaboration with their paired peer. Finally, CTPP promotional materials asserted collaboration was a key feature of the program.

Leo-Nyquist and Rich (1998) suggest successful collaborations benefit from a common vision focused on student learning. Edwards (1995), Myers (1995), LePage et

al. (2001), Mantle-Bromely (2001), and McGee (2001) asserted Professional Development Schools (PDSs) are sustained best through a larger mission providing a foundation for their collaborative relationships. Invate's Educational Partnership (IEP) certainly seemed to have provided the ideal canvas and sustenance for CTPP through their engagement in what researchers suggest. Additionally, NCATE Blue Ribbon Panel's (2010) first and fourth design principles (see Appendix A) for clinically based preparation, "1) Student learning is the focus," and "4) Programs prepare teachers who are experts in content and how to teach it and are also innovators, collaborators and problem solvers" (pp. 5-6) also seemed to apply to the practice and habits of CTPP.

Collaboration of executive leadership in school-university partnerships appears to be a gap in teacher preparation literature. CTPP's success seemed to rely, at least in part, on the strength of these relationships. Education leaders embarking on a Clinical Teacher Preparation Partnership (CTPP) should recognize their critical role in advancing and sustaining this model. It seemed to require purposeful inter-institutional collaboration focused, first, on the larger normative basis of improving the education of children and, secondly, on the clinical preparation of teachers to support the global cause.

Theme Two: Belief

Belief in the Clinical Model was the second most frequently occurring theme from this case study. CTPP interviewees reported favoring 1) the model's longer practice time over traditional, short, segmented experiences at multiple school sites and 2) embedded methods instruction for instant application.

Belief appeared to be spurred by the developer's disenfranchisement with his own traditional university-based teacher education and experience with successful clinical

programs in other states. He described himself and a few other IU faculty members as “bureaucratic entrepreneurs” as they worked within the system to establish CTPP.

Dr. Firestone’s input on another IU teacher education reform, Assimilate Teacher Program (ATP), successfully institutionalized a full-year student teacher experience for all IU credential candidates regardless of their involvement in CTPP. This serves as just one example of Dr. Firestone’s unyielding belief and placid persistence to incorporate key clinical components at every opportunity. His involvement in the ATP seemed to provide an optimal foundation for the Pilot CTPP, as well as today’s CTPP.

Success with the Pilot CTPP, including the elementary school’s improved API scores, culture, and lower transience seemed to spur a critical mass of believers for today’s CTPP. High levels of employment among CTPP graduates and principals’ preferences for CTPP-prepared candidates seemed to further create belief and buy-in among participants. Buy-in of faculty was reported essential to CTPP success. University faculty are asked to travel, sometimes large distances, and teach in urban areas far from their offices. Master teachers and parents seemed to buy-in when increased elementary class sizes benefitted from two additional trained adults (CTPP student teachers), providing help for children.

In addition to university partners, current CTPP student teachers and CTPP graduates’ beliefs seemed to positively affect recruitment efforts. The student teachers served as tour guides on CTPP “Meet and Greet” and provided testimonials and impressions for promotional materials. Interviewees reported student teacher candidates seemed to trust them.

Dr. Firestone did not feel his university-based teacher education program effectively prepared him to teach. This unfortunate reality is echoed throughout the literature. Levine (2006) reported more than three out of five education school alum surveyed said their training did not prepare them adequately for their work in the classroom. Researchers explain the programs under attack. Darling-Hammond (2010) contended typical teacher education programs consist of “batches of front-loaded coursework in isolation from practice, then adding a short dollop of student teaching at the end of the program” (p. 40). NCATE (2010) added, “the majority of states require 10-14 weeks of student teaching” (p. 4). Levine (2011) affirmed pre-service teachers have inadequate time in school classrooms. The CTPP program offers a full school year of practice-in-practice with university methods courses taught on elementary school-site campuses for immediate application to their learning.

CTPP graduates appeared to be preferred by principals. In fact, one Invate faculty member reported 100% of the prior year’s CTPP graduates were currently employed teachers. This finding is also indicated in the literature. Ridley et al. (2005) in a two-year study compared PDS-prepared teachers with campus-based prepared teachers. They found teachers prepared in a PDS superior to their traditionally trained peers in the areas of confidence, teaching effectiveness, concern with instructional impact on students, and time spent on engaged instruction over classroom management. Crocco et al. (2003) found school principals viewed PDS graduates as better prepared for the realities of the classroom.

CTPP indicated faculty buy-in as essential to its success. Research provides some context for faculty who did not come to the table in support of CTPP. Beck and Kosnick,

(2002) and Grundy, Robinson, and Tomazos (2001) reported typically universities honor faculty research over the work they do in K-12 schools. Ginsberg and Rhodes (2003) stated:

When workloads for faculty who work in partner schools are higher than for those who do not, when working across two contexts (school and university) is not supported with extra financial or person resources, it is surprising that so many university faculty seem willing to risk reinventing their professional lives to establish and sustain partner schools. (p. 158)

As the scale-up of clinical teacher preparation partnerships occurs, attention must include creating buy-in of stakeholders. Leo-Nyquist and Rich (1998) suggested to ensure more buy-in from stakeholders, begin university-school partnerships as voluntary endeavors. I believe this case study offers even more richness to this instruction. In the case of CTPP, it appeared at least one informed believer in the clinical model was most successful with a placid persistence and a small and successful pilot program that spurred a critical mass of new believers who in turn, were then willing to recruit others. CTPP student teachers' beliefs appeared to yield the most trust among potential candidates. However, as the literature suggests, universities may not be able to bring all teacher education faculty to the table if the current reward structure does not support work in K-12 schools.

Finally, the paradox of what those who believe is right for teacher preparation vs. institutional fear of change was expressed through brief, but non-disarming, dismay. Even today, when clinical models of teacher education are being encouraged at a national level (NCATE, 2010), there continues to be reluctance. In the mid-1980s the seminal report *Tomorrow's Teachers: A Report of the Holmes Group* (1986) emphasized the importance of clinical or "hands-on" teacher preparation and university-school

partnerships to change the teaching profession. Since that time, the field of teacher education has made substantive changes. Particularly, much progress has been made with the school-university partnership agenda (Carnegie Corporation, 2001; Hind, 2002; Holmes Group, 1986; National Network for Educational Renewal, 1988). However, the National Association for Professional Development Schools (NAPDS) estimates such programs make up just 10% of all teacher education programs. What will it take for

The education of teachers in the United States needs to be turned upside down....[for traditional models of university-based teacher education programs to] move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses. (NCATE, 2010, p. ii)

Educational leaders must examine the evidence of how such programs can not only better prepare teachers but improve schools. Leaders must become believers and take the risk.

Theme Three: Autonomy

Professional autonomy was the third most frequently occurring theme in this case study. It appeared key to organically developing the CTPP infrastructure, meet stakeholder needs, learn on the job, and navigate institutional bureaucracy. Current university procedures were expressed as something to live and work within. CTPP professionals were not dissuaded by the time required to “run the whole program through the correct process, get it in the catalog, and stuff like that” (Firestone). They seemed to work covertly with student teachers in meeting the university requirements while altering content order and meeting times and days to best fit the student teachers’ clinical learning.

Autonomy appeared to also be required to learn the execution of the Pilot CTPP and the many “how-tos” seemed to organically evolve with the needs of the school and

program. One Invate faculty member asserted, “let go of having to have everything figured out before you start. Because you cannot!...we’re dealing with a people business.” Additionally, CTPP developers and sustainers alike appeared to accept the uncertainty of working schools and the willingness to experiment until they found something that worked.

Discovering CTPP’s organically evolving infrastructure might provide an explanation for the gap in the literature regarding strategies and protocols to advance and sustain a CTPP. Liebermann and Miller (1990) asserted there is no common blueprint for the development of a PDS as each school has a uniqueness requiring partners to be flexible and responsive to the needs of the specific site. It seems educational leaders would be wise to allow professional autonomy among CTPP partners so all stakeholders involved in a clinical teacher preparation partnership may have their needs met. Additionally, as *The California Alliance for Clinical Teacher Preparation and Improving Student Achievement* “scal[es] up from a limited number of CSU model clinical sites to a statewide implementation that contributes to improved student learning, especially in high need schools” (California State University, 2011, para. 5), it is instructive for them to recognize organically developed infrastructures do not appear to be tolerated well in bureaucratic systems.

Theme Four: Relationships

Relationships tied with autonomy for the third most frequently occurring theme in this exploratory case study. Inter-institutional relationships included university/school; master teacher/student teacher; and supervisory relationships with the school principal, school community, master teacher, and school district. The inter-institutional

relationship between the university methods instructor and master teacher was discussed as a challenge not yet successfully navigated. Intra-university relationships included supervisor/student teacher; supervisor/student teacher cohort community; student teacher pairs; and student teacher cohort. Communication in the methods instructor/supervisor relationship was discussed as an area in need of attention.

The most widely mentioned professional named within the theme of relationships was the field supervisor. She was appreciated for her coordination, time commitment, integrity, assertiveness, intuition, trustworthiness, heart, and passion for her student teachers. Partnership, collaboration, and reliability of the field supervisor appeared critical to solving CTPP challenges. Presenting a united front with the principal and keeping the principal regularly informed was also indicated as key. In the case of CTPP, the field supervisor became a member of the school community.

This university presence was expressed as a vehicle to create trust, reliability, and support in a model where student teachers practice for a full year. Enjoyment in working at the school, taking the time to develop relationships, a consistent presence, and participation in varied activities including staff meetings were noted as essential to the university becoming part of the school community.

Field supervisors seemed to value the master teachers as partners in student teachers' success, and a master teacher indicated appreciation of the field supervisor's ongoing contact and timely responses. Field supervisors also met regularly with master teachers in a group.

It appeared the field supervisors were not only proud of their student teachers, but worked to know each personally. One began with interviews and seemed to reciprocate

personal friendly details of her own life throughout her ongoing communication with them. The field supervisor appeared to provide a safe place for student teachers to share any challenges with their peer student teacher or master teacher in a confidential reflection journal. This seemed to provide the student teachers with a neutral ear as well as an opportunity for the field supervisor to coach them through difficult situations.

The field supervisor seemed to have an equally intimate relationship with the entire student teacher cohort at each school site. She described them as a great community. Each week she met with the student teachers for 40 minutes to “talk about things related to the operation of that school and what’s happening at that school, and how it impacts their understanding of the functions of the teacher” (Anderson).

Dr. Firestone explained an area he would like to improve in the CTPP; the communication and relationship between the methods instructors and the field supervisors. During the Pilot CTPP, he personally served as field supervisor and methods instructor simultaneously. Today, different people serve these roles and he recognizes the need for the two to work together and each spend some time in the other’s wheel house. Additionally, he felt student teachers would benefit from this improved relationship, lessening their workload, stress, and conflicting expectations. The field supervisor currently serves as a liaison between the master teachers and the methods instructors. One master teacher’s perception of this relationship included the methods instructors’ possible disrespect for the field supervisor and desire for the methods instructors to have some time to listen directly to master teachers.

Early, honest, and ongoing conversations were considered key to successful partnership relationships and advancing and sustaining the CTPP. Recommendations

included taking the time necessary to learn about the school site and convey a message of partnership from the outset. Circumventing this process appeared to challenge the partnership to a level too difficult for the field supervisor to remedy.

Ongoing dialogue was indicated as a vital way for the master teacher and field supervisor to stay connected and congruent in their joint assessment of CTPP student teachers. This included meetings throughout the school year, written dialogue, and an opportunity to compare evaluation notes on the student teachers before meeting with them.

From the master teacher's perspective, it seemed the methods instructors, most of whom she had never met, were out of touch with their student teachers as practitioners and the reality of today's classroom. The master teacher felt methods instructors would better serve student teachers and the CTPP program if they collaborated with master teachers and spent time in the elementary classroom. The master teacher felt this would ground methods instructors in the realities of the classroom and student needs and make student teacher class assignments more applicable to practice.

CTPP's centralized structure seemed to support the multiple relationships. This included placing student teachers in cohorts of 12-18 per school site and pairing them with common master teachers. Additionally, providing methods courses on centralized school sites seemed to create a more prevalent university presence and convenience for student teachers.

Leo-Nyquist and Rich (1998) asserted not only must time be built in to have regular meetings to keep lines of communication open, but successful school-university partnerships are sustained through informal meetings and gatherings to keep the

relational element in the forefront. Most of the CTPP partners seemed to follow this line of thinking. The field supervisor met regularly with principals, master teachers, and student teachers. Regular e-mail communication and dialogue journals were also utilized to keep communication going.

Breault and Breault (2010) conducted a PDS literature review of over 250 studies spanning a 15-year period. One key theme they identified was “Relationships are a vital element in the success or failure of a partnership, therefore, time and energy are necessary to develop and sustain relationships among stakeholders” (p. 437). CTPP appears to have spent the time and energy on most relationships; however, the distance between the methods instructor and master teacher and methods instructor and field supervisor seemed to be an area of concern the developer planned to address. Educational leaders might take a proactive position in establishing time and resources for collaboration of relationships identified as challenges in the CTPP.

A Summary Story of CTPP Findings

Seven months before I flew to Southern California to conduct my CTPP field research, Dr. Firestone, CTPP Developer/Invate Chair of Teacher Education, and I chatted by phone one morning for over an hour and a half. He took his time to know me and shared his journey and enthusiasm for CTPP. He also candidly shared his concerns; he and the other school-university partners had been working so hard on CTPP they had not had an opportunity to conduct research on their own program! By the end of our phone conversation, we had established an honest professional relationship. I assured him my intentions to study CTPP were not self-serving; I would not “steal the farm.” This was all the assurance he needed to then collaborate with his CTPP colleagues on my

behalf, even sharing a synopsis of my study before identifying possible participants. He was creating buy-in. When it came time for my participant invitation, he sent a blanket e-mail to CTPP partners and assured them I was a capable and well-intentioned doctoral student. He became a collaborative partner in getting my study off the ground. Now that I have conducted my research on CTPP, I see the presence and patterns of my CTPP findings prior to my study's inception. Dr. Firestone was modeling his advancing and sustaining strategies and protocols from day one—present were the themes of collaboration, belief, autonomy, and relationships.

Meeting each of the nine interviewees was like catching-up with old friends. I was greeted with warm smiles, enthusiasm, and candor. I felt like a welcomed guest in their schools and university homes. It was clear, Dr. Firestone had created buy-in and his previously established trusting relationships with his “peeps” had provided me collaborative partners in the interview process. Each participant spoke passionately about their unyielding belief in the CTPP as the best way to prepare teachers and improve urban schools. They were not dissuaded by institutional bureaucracy or inherent conflict that can emerge in partnership attempts. Their belief in the model and professional autonomy seemed to organically develop CTPP with a placid persistence, never thwarted by the challenges. A few asserted, “Collaborations are sloppy,” “There are no answers in the back of the book,” and “You can’t worry about having it all figured out before you start.”

Participants were realistic about university constraints, master teachers that should have never been, and distances in some relationships needing repair. My research intentions were exploratory and yet I found myself frequently taking an evaluative stance. I genuinely liked these passionate risk-taking professionals working every day to make

things better for urban children while improving teacher preparation through a clinical model. When one interviewee Donna Jones, retired principal, left our lunch table interview, she hugged me and said, “I feel like I’ve made a friend.” I agreed with Mrs. Jones, eight more times thereafter. Yes, I was welcomed into the CTPP family through the work of the prime mover Dr. Firestone and left knowing I have relationships with the wonderful people who are the CTPP school-university partners.



Figure 3. Art hanging in Dr. Firestone’s office.

The 4’ x 4’ art piece (see Figure 3) hangs in the office of Dr. Firestone, the Clinical Teacher Preparation Program (CTPP) developer and current chair of teacher education at Instate University. I find it an excellent representation, a metaphor, if you will, of my research findings. Interviews with Dr. Firestone and CTPP developers and sustainers revealed relationships have been paramount to CTPP’s sustenance. So it comes as little surprise, this creation hangs in his office as a result of a personal relationship he had with the artist over 20 years ago.

From my perspective, the dark blue foundation of this pyramid shape could represent the Pilot CTPP. The Pilot was catalyzed as a result of Dr. Firestone’s dismay with his own traditional model of teacher education; informed belief a clinical model is a

better way to prepare teachers and the tenacity to develop a clinical model. In the dark blue, below the surface of even the larger university's knowledge, CTPP professionals engaged in the hard work of collaborating, negotiating, navigating institutional bureaucracy, learning on the job, creating buy-in, building community, and partnering with schools. There is no blueprint for CTPP; it is fitting to imagine the quiet organically developing design and initial work of CTPP in the deepest dark blue. These efforts seemed to require professional autonomy, and an unyielding belief CTPP is the best way to prepare teachers and improve urban schools.

Seemingly, uninterrupted by institutional drag, the red block could represent the core courage, fortitude, and “heart” of the people involved in advancing and sustaining this clinical model. These people, the “right people” my findings disclose, the risk-takers doing what they know to be the best way to prepare teachers and improve schools for urban children. They are the Developer who persisted while mocked by his university peers, the Field Supervisors, Methods Instructors, Principals, and Master Teachers who tenaciously fed and cared for the multiple CTPP relationships and the desire to improve some with too much distance. They are all the university-school partners engaged in early, honest, and ongoing communication, collaboration, a regular university presence, and mutual purpose. The emerging red block is initially hidden in the dark blue of the Pilot CTPP, but with placid persistence is surfacing to the lighter blue area, today's ever-growing CTPP.

The lighter blue area not yet touched by the red block could represent the possibility of what is to come for not only the CTPP at this institution but for the scale-up of clinically based teacher preparation in California. This area of the pyramid might also

represent CTPP's recommendations to others embarking on a clinical teacher preparation partnership. At the apex of this effort, pink rays shine out in a sea of yellow signifying the endless opportunities for the CTPP to enlighten the masses and provide teacher preparation that is "the best way to prepare teachers...because it is the right thing to do" (Firestone).

Hung on an adjoining wall in Dr. Firestone's office is a painting of Notre Dame by the same artist. Dr. Firestone excitedly proclaimed, "You know, that's a watercolor?!" It clearly looked like an oil painting. He went on to enthusiastically state as if he could not believe it, "You know the colors he used are not traditional, they are the complementary colors to what is real. And the guy painted in the bottom left-hand corner is my friend, the artist. He's gone now." I see little contradiction in this art piece being here in Dr. Firestone's office. A strong historic symbol newly realized in complementary colors exemplifies the CTPP program. Dr. Firestone has worked to provide university-based teacher education a new medium. He seems to be succeeding.

Conclusion

Conclusions from this exploratory case study address the research questions.

Research question number one is answered by a synthesis of the following:

- 1) Findings (Chapter 4) Themes: Collaboration, Belief, Autonomy and Relationships
- 2) Results (Chapter 4) revealed through Bolman and Deal's (2003) Four Frames: Structural, Symbolic, Political and Human Resource
- 3) My operational definitions of advancing, sustaining, strategies and protocols (Chapter 1).

Research question number two is answered by the participants' voices themselves and are presented in Bolman and Deal's (2003) Four Frames.

Question 1: What strategies or protocols have been and/or are necessary to advance and sustain the Clinical Teacher Preparation Partnership (CTPP), a partnership between Instate University and the Instate Unified School District?

Research question one, realized from a naïve place, now seems rigid for this exploratory research. I used the words *strategies*, *protocols*, *advancing*, and *sustaining* as if findings might produce a concrete blueprint for others embarking on a clinical teacher preparation partnership. Findings revealed people, for which there is no blueprint, seemed key to advancing and sustaining the CTPP. These "right" people showed a willingness to do whatever was necessary to do right for schools, urban children, and teacher candidates.

In retrospect, applying words like strategy and protocols seems stifling to the uniqueness of people engaged in the hard work of school-university partnerships. However, conclusions of this study do address this research question with, at a minimum, the "soft" advancing/sustaining strategies and protocols. As is mentioned in Chapter 2, the research is plentiful regarding our nation's limited clinical models; however, how-to, school-university partnership protocols are virtually non-existent, situating this qualitative case study. This research attempted to learn some "how-tos." Table 1 provides a reminder of my operational definitions for advancing strategies, advancing protocols, sustaining strategies, and sustaining protocols (from Chapter 1). Table 5 synthesizes key findings and results presented within these provided operational definitions.

Table 5

Operational Definitions

	Strategies	Protocols
Advancing	Series of maneuvers to bring notice, promote or move forward a specific goal	Customs dealing with diplomatic formality, precedence and etiquette to bring into notice, promote and move forward
Sustaining	Series of maneuvers to support with necessities of life and to keep going	Customs dealing with diplomatic formality, precedence and etiquette to support with necessities of life and to keep going

Table 6

Necessary Strategies and Protocols for Advancing and Sustaining CTPP

	Strategies	Protocols
Advancing	<ul style="list-style-type: none"> • Collaboration • Belief • Purposeful Partnerships Prioritizing Urban Children • Participant Recruitment • Learn execution on the job • Pilot the model 	<ul style="list-style-type: none"> • Collaboration • Placid Persistence • Player Buy-in • Meet and Greets • Take the risk

Table 6 (continued)

	Strategies	Protocols
Sustaining	<ul style="list-style-type: none"> • Collaboration • Belief • “Play” Within the System • Professional Autonomy <p>Pliant/Organically Developing Infrastructure to best meet all stakeholder needs</p> <ul style="list-style-type: none"> • Participant Recruitment • Proper care and feeding of relationships • Early, Honest and On-going conversations • Pair Student Teachers <p>Cohort 12-18 Student Teachers in Centralized School Sites</p>	<ul style="list-style-type: none"> • Collaboration <p>Parallel Partnerships-“Think Tank”</p> <ul style="list-style-type: none"> • Placid Persistence • Participant Recruitment • “Think Tank” • University Presence • Meet and Greet

Question 2: Based on the NCATE Blue Ribbon Panel’s (2010) Guiding Principle #10, what are CTPP’s recommendations for advancing clinical teacher preparation models through strategic partnerships (p. 6)?

Research question number two was asked of interviewees four times in a 12-question semi-structured interview protocol. Each instance was situated within the vantage point of one of Bolman and Deal’s (2003) Four Frames. Table 7 displays CTPP participants’ recommendations.

Table 7

CTPP Recommendations for Advancing Strategic Partnerships for Clinical Preparation through Bolman and Deal's (2003) Four Frames

Symbolic	Structural	Human Resource	Political
"Collaborate" (Davis)	"Let go of having to have everything figured out before you start." (Davis)	"Walk in the other person's shoes for a bit." (Davis)	"Be aware of conflicts. Don't be naïve." (Davis)
<p>"Really look at what the most important thing is here, and this may sound hokier than heck, but the most important thing is that child in the school. That's the most important thing. What can we do to make sure that the children in school are getting a good education? And rather than trying to do it alone as a school, or alone as a university and hoping your graduates are able to do this, how about working together as a team to figure out how we can do this...if we do this as a team we're going to produce better teachers. We're going to improve the present teachers. We're going to improve the school. (Firestone)</p>			<p>Think about paying attention to the hierarchal structure and are you jumping over the next person in line, even though you could easily explain something? (Firestone).</p>
<p>"have a relationship with university from the get-go. If you don't have one, you need to get one. (Jones)</p>	<p>As questions come up collaborate and agree on some new policies and procedures...things that need to be worked out. (Jones)</p>	<p>Don't rush through the first steps of learning what you can about the school community, delving into a lot of conversations early on so you demonstrate you're interested in forming a partnership. (Anderson).</p>	<p>Honesty. Have a lot of upfront time with partners (Anderson)</p> <p>Talk it out...look at the negatives and the challenges and what happened... but how are we going to move forward? (Jones)</p> <p>Expect conflict...to understand that there are different perspectives to be respected and sometimes agree to disagree (Everett)</p>

Recommendations

Recommendation: CTPP Must Be Involved in the California Scale-up to Transform Teacher Education

The NCATE Blue Ribbon Panel (2010) recommended, “programs that prepare the most effective teachers and lead to higher teacher retention and student results should be recognized, and documentation of their efforts should be provided so others can more readily emulate them” (p. 23). To that end, CTPP, who has not been presently included in the *California Alliance*, should take the lead in California to establish a system-wide network of current and aspiring clinical programs, perhaps a virtual Professional Learning Community, to share their best practices as well as provide a “Think Tank” to solve partnership challenges. Dr. Firestone shared, “I think I’m going to write a book on how to actually put together residencies.” I recommend he utilize the findings of this research and perhaps Bolman and Deal’s (2003) Four Frame model as a possible launch pad to help the field of teacher education better understand his “how-tos.”

Successfully navigating and implementing a transformation in teacher preparation system-wide will require collaboration, belief, autonomy, and relationships. Actionable steps, I submit, have an important order for California to scale-up other CTPPs. These should include the following steps.

Step one. Potential CTPP school-university leaders engaging in early, honest, and ongoing collaboration for the collective purpose of improving the education of urban children.

Step two. Partnered leaders and school-university faculty should work to become believers through site visits of successful clinical models and availing themselves to CTPP results for schools and student teacher success.

Step three. Pilot CTPP programs should be initiated based on the realities this study offers and without circumventing the process of creating buy-in and student teacher recruitment.

Step four. System-wide collaboration, a Think Tank of all current clinical models and Pilots should occur as support for each other and problem solving partnering challenges.

Step five. As CTPP continues to grow, time and resources simply must be focused on sharing their successes, challenges, strategies, and protocols for sustaining this model of teacher education.

In the field of teacher education, change has been suggested, change may become mandated. What does it take to change a traditional model of teacher education? It takes disenfranchisement with a current model not producing effective results. It takes belief in a better way. It takes just one prime mover and an eventual critical mass of entrepreneurial spirits. It takes getting the right people invested in the greater purpose and working tenaciously on the multiple relationships involved. Until we have a CTPP blueprint, risk-taking leaders must allow for professional autonomy for organic development of CTPP infrastructures for the improved education of all students.

Future Research Must Address the Critical Role of the Field Supervisor

The Field Supervisor in this case seemed by consensus to be key to the success of the CTPP. Future research should include in-depth exploration of field supervisors' best

practices in successful clinical teacher preparation partnerships. How do they support principals, master teachers, and student teachers and most effectively collaborate with methods instructors? What are their skill sets in terms of adult learning, mentoring, assessment, and building trust, rapport, and communication? How did they acquire these skills?

Additionally, NCATE (2010) recommended “higher education institutions to legitimize the role of clinical faculty... shift their reward structure to value work in schools by including clinical faculty lines in promotion and tenure requirements” (p. 20). CTPP field supervisors were paid as university lecturers and both happened to be retired school principals. Research should focus on funding models to support newly realized critical faculty roles mandatory for successful CTPPs and compensate them accordingly.

Summary

This qualitative study used an exploratory case study design to gather and analyze interview data, field observations, and artifacts from nine key developers and sustainers involved in the Clinical Teacher Preparation Partnership (CTPP), a school-university partnership located in Southern California. A literature review was conducted to contextualize this study’s purpose and create research questions. Semi-structured interviews were conducted to discover CTPP’s advancing and sustaining strategies through Bolman and Deal’s (2003) Four Frame Model.

The conclusions drawn emphasize 1) development of purposeful, collaborative school-university partnerships concurrently focused on improving the education of urban students and improving teacher preparation, 2) belief the clinical model is the best preparation for future teachers fueling the persistence and courage necessary to navigate

institutional bureaucracy, 3) focused recruitment efforts and buy-in utilizing student teacher testimonials and school results, 4) professional autonomy to navigate present systems focused on benefitting all stakeholders through an organically developed infrastructure, 5) tenacious attention to the multiple inter-institutional and intra-university relationships required for CTPP sustenance, 6) university presence to create trust by centralizing school sites, and 7) supporting relationships and collaboration by pairing student teachers, placing them in large cohorts and providing methods courses at school sites.

Understanding CTPP's advancing and sustaining strategies provides an advisory template as California works to scale-up this transformation in teacher education. The results are to be considered instructive rather than conclusive for those interviewed. All children, regardless of zip code, deserve a well-prepared teacher. Clinical teacher preparation partnerships are offered as the transformation teacher education needs, so sending children to school is all the assurance required they will have well-prepared teachers standing at the front of their classrooms.

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Appendix A: Ten Design Principles for Clinically Based Preparation

1. Student Learning is the focus.
2. Clinical preparation is integrated throughout every facet of teacher education in a dynamic way.
3. A candidate's progress and the elements of a preparation program are continuously judged on the basis of data.
4. Programs prepare teachers who are experts in content and how to teach it and are also innovators, collaborators and problem solvers.
5. Candidates learn in an interactive professional community.
6. Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector.
7. Specific sites are designated and funded to support embedded clinical preparation.
8. Technology applications foster high-impact preparation
9. A powerful R&D agenda and systematic gathering and use of data supports continuous improvement in teacher preparation.
10. Strategic partnerships are imperative for powerful clinical preparation.

(NCATE, 2010, pp. 5-6)

Appendix B: Interview Protocol A

CTPP Developers

Advancing and Sustaining a Clinical Teacher Preparation Partnership

Time of Interview:

Date:

Place:

Interviewer: Melissa Downey Garrido, Doctoral Candidate, Drexel University, Sacramento

Interviewee: (Psuedonym)

Position of interviewee:

Warm-up:

- a) Will you please tell me a little bit about yourself and how you became involved in developing CTPP?
- b) How long have you been involved in CTPP?
- c) What job titles have you held as it relates to CTPP?
- d) What is your role today?

Structural Frame:

1. How were roles, policies, and plans that shape and coordinate decisions for CTPP initially established?
2. What were the challenges and how were these overcome?
3. What structural recommendations do you have for others establishing a clinical teacher preparation partnership?

Human Resource Frame:

1. How were individual needs learned and how was trust established?
2. What were the challenges and how were these overcome?
3. What recommendations do you have for others establishing a clinical teacher preparation partnership?

Political Frame:

1. How were conflicts or differences resolved in the inception of UTEACH?
2. What were the challenges and how were these overcome?
3. What recommendations do you have for others establishing a clinical teacher preparation partnership?

Symbolic Frame:

1. How were the existing strengths of the university and school cultures learned and reinforced?
2. What were the challenges and how were these overcome?

3. What recommendations do you have for others establishing university-school partnerships?

Descriptive Notes	Reflective Notes

Appendix C: Interview Protocol B

CTPP Sustainers

Advancing and Sustaining a Clinical Teacher Preparation Partnership

Time of Interview:

Date:

Place:

Interviewer: Melissa Downey Garrido, Doctoral Candidate, Drexel University, Sacramento

Interviewee: (Pseudonym)

Position of interviewee:

Warm-up:

- a) Will you please tell me a little bit about yourself and how you became involved in CTPP?
- b) How long have you been involved in CTPP?
- c) What job titles have you held as it relates to CTPP?
- d) What is your role today?

Structural Frame:

1. How are roles, policies, and plans that shape and coordinate decisions for CTPP sustained?
2. What have been the challenges and how are these managed?
3. What structural recommendations do you have for others establishing a clinical teacher preparation partnership?

Human Resource Frame:

1. How are individual needs learned and trust sustained?
2. What have been the challenges and how are these managed?
3. What recommendations do you have for others establishing a clinical teacher preparation partnership?

Political Frame:

1. How are conflicts or differences resolved in CTPP?
2. What are the challenges and how are these managed?
3. What recommendations do you have for others establishing a clinical teacher preparation partnership?

Symbolic Frame:

1. How are the existing strengths of the university and school cultures reinforced and sustained?
2. What are the challenges and how were these managed?

3. What recommendations do you have for others establishing university-school partnerships?

Descriptive Notes	Reflective Notes

Appendix D: Participant Invitation

Dear _____,

I am e-mailing you to ask if you would be willing to participate in an exploratory qualitative case study I am conducting for my dissertation: Advancing and Sustaining a Clinical Teacher Preparation Partnerships. I am currently working on my Ed.D at Drexel University, Sacramento.

The purpose of this study is to explore IU/IUSD CTPP program and what was required to advance and sustain this model. The current call to turn teacher education upside down (NCATE Report of the Blue ribbon Panel, 2010, p. ii) necessitates study of successful clinical teacher preparation partnerships to build conceptual models for further study as well as identify strategies and protocols for transforming teacher education programs.

If you choose to participate, you will be asked to take part in 30-40 minute audio taped interview. All information shared will remain confidential during and after the completion of my research. Anything you say will not be disclosed directly to an administrator nor will I use your information for purposes outside of this research project. Neither your name nor any other identifying information will be included in the reports of the study.

Would you be willing to participate in the study? Participation is voluntary. If you have any questions, please feel free to give me a call. (916) 435-5124 or (916) 293-2310 or email: melissagarrido@att.net Thank you for your time.

Sincerely,

Melissa Downey Garrido
2012 Ed.D. Candidate
Drexel University, Sacramento

Appendix E: Informed Consent Form

Title: Advancing and Sustaining a Clinical Teacher Preparation Partnership:
An Exploratory Qualitative Case Study

You are invited to participate in a study conducted by Melissa Downey Garrido, a graduate student in the doctoral program in Educational Leadership and Management with Drexel University. Through this research, Ms. Garrido hopes to identify advancing and sustaining strategies for clinical teacher preparation partnerships. You were selected as a possible participant in this study because of your role in the IU/IUSD partnership development and/or in the development or sustaining of the CTPP program. If you decide to participate, you will have one semi-structured interview in person or through Skype. In this interview Ms. Garrido and you will discuss your involvement in the IU/IUSD partnership and/or your involvement in CTPP. You will be asked about advancing and/or sustaining strategies, challenges and recommendations for others establishing a clinical teacher preparation partnership. The interview will take 30-40 minutes. The interview is meant not to cause any inconvenience, risk or discomfort. It is hoped that Ms. Garrido and you will have a mutually beneficial conversation about advancing and sustaining your university-school partnership or clinical teacher preparation partnership.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential. Your name will not be associated with the research findings in any way and only the researcher will know your identity, your affiliated institution or program name. You should be aware that you are free to decide not to participate or to withdraw at any time. If you have any questions pertaining to this study, please contact the Principal Investigator, Dr. W. Ed Bureau, Drexel University, (215) 847-8183 or by email at web28@drexel.edu.

Please sign this consent form below. You are signing it with full knowledge of the nature and purpose of the procedures. A copy of this form will be given to you to keep.

Signature

Date

Appendix F: Code Counts and Theme Formation

Themes and Sub Themes	Frequency Count	Theme Collapse
Supervisory Relationships <ul style="list-style-type: none"> • With the Principal • With the Student Teachers • With the School Community • With the Master Teachers 	43 19 15 13 11	Relationships
Collaboration <ul style="list-style-type: none"> • Reconciling differing institutional priorities 	39 12	Collaboration
Belief in the Clinical Model	34	Belief
Relationships-Partnerships <ul style="list-style-type: none"> • School/University Community Building <ul style="list-style-type: none"> ◦ “Think-Tank” • Master Teacher/Student Teacher 	32 5 4 7	Relationships
Entrepreneurial Change Agents Leading and Navigating Bureaucracy <ul style="list-style-type: none"> • Organically/creatively built infrastructure <ul style="list-style-type: none"> ◦ Learning Execution on the job ◦ Autonomy • Create buy-in • Recruit 	32 16 8 5 14 10	Autonomy Belief
Skilled Supervisor	25	Relationships
Early, honest, on-going conversations	23	Relationships
Previously Established Partnerships <ul style="list-style-type: none"> • IEP • ATP 	21 21 9	Collaboration
School/University Partnership-Mutually Beneficial <ul style="list-style-type: none"> • University Meets a School Need • School Piece-Hospital-Practice • University Piece-Theory-History 	14 6 4 4	Collaboration
Centralized Structure <ul style="list-style-type: none"> • Cohort Students • University’s Presence at the School • Methods Courses on School Site • Pair Student Teachers 	9 6 6 4 3	Relationships
Money	8	Collaboration